DOCUMENT RESUME

ED 224 607 PS 013 284

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TITLE	Project Developmental Continuity Evaluation: Final Report. Appendices to Volume I.
INSTITUTION	High/Scope Educational Research Foundation, Ypsilanti, Mich.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	Sep 82
CONTRACT	HEW-105-78-1307
NOTE	423p.; For related documents, see PS 013 283-285 aand PS 013 337.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	*Attrition (Research Studies); Data Analysis; *Data Collection; Early Childhood Education; *Federal Programs; Institutional Characteristics; Interviews; *Measures (Individuals); *Outcomes of Education; Parent Attitudes; Program Evaluation; Questionnaires; Student Attitudes; Tables (Data); Teacher Attitudes
IDENTIFIERS	Developmental Continuity; *Project Developmental Continuity; Project Head Start

ABSTRACT

This document provides the appendices for volume 1 of the final evaluation report of Project Developmental Continuity (PDC), a Head Start demonstration project initiated in 1974 to develop program models which enhance children's social competence by fostering developmental continuity from preschool through the early elementary grades. Specifically, the nine appendices presented provide information about (1) conclusions and implications from the first phase of PDC's evaluation (from 1974 to 1978); (2) patterns of attrition over time in the children's sample, along with the consequences of these changes; (3) measurement of participating institutions' individual features; (4) the annual compliance and implementation level ratings by site, as summarized in tabular form; (5) data collection procedures; (6, 7, 8) measures employed to evaluate, respectively, PDC's impact on parents, teachers, and children; and (9) results from all the analyses, provided in tabular form. (MP)

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PROJECT DEVELOPMENTAL CONTINUITY EVALUATION
FINAL REPORT

APPENDICES TO VOLUME I

September 1982

High/Scope Educational Research Foundation
Ypsilanti, Michigan

PS013284

Table of Contents

Most appendices contain their own detailed table of contents.

Page

APPENDIX A - Conclusions and Implications from 1978 Report 1

APPENDIX B - The Nature of Attrition in the PDC Child Sample . . . 9

APPENDIX C - Measurement of Institutional Features 23

APPENDIX D - Summary of Annual Compliance and Implementation Level Ratings by Site 37

APPENDIX E - Data Collection Procedures. 63

APPENDIX F - Parent/Home Environment Outcome Measures. 71

APPENDIX G - Teacher/Classroom Outcome Measures. 97

APPENDIX H - Child Outcome Measures. 147

APPENDIX I - Detailed Results of All Analyses. 265

APPENDIX A

"Conclusions and Implications"

From

A PROCESS EVALUATION OF PROJECT DEVELOPMENTAL CONTINUITY:
FINAL REPORT OF THE PDC FEASIBILITY STUDY, 1974-1977

April 1978

John M. Love
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IV

CONCLUSIONS AND IMPLICATIONS

This phase of the PDC evaluation has been designed primarily to determine whether conditions are suitable for proceeding with a longitudinal study of PDC's process and effects through third grade. At the same time, the evaluation has examined the implementation process during the first three years and provided an assessment of program costs.

Previous reports in this series have indicated that there are suitable comparison groups at the PDC sites; that the child measures are sufficiently reliable, valid, and sensitive to change; and that sample sizes are adequate to withstand the effects of attrition. In the past year, reports have examined the effects of PDC on children during the Head Start year and explored factors affecting program implementation. These two aspects of the findings are summarized here.

The Impact of PDC on Children's Development

The first group of children to be evaluated entered PDC Head Start centers in fall 1976. Impact measures, which include a variety of tests, observations, and ratings, were administered in the fall and again in the spring of the Head Start year, and PDC children's progress was compared with the progress of similar children in nearby non-PDC Head Start centers. Although a few small differences were found between the groups, overall the findings confirmed the expectation that the two groups would show about the same degree of progress through the Head Start year. Since PDC is designed to provide greater continuity in the transition from Head Start to elementary school, it is reasonable to expect future testing to show PDC's real impact.

After looking for overall PDC effects, the possibility of effects under specific conditions was investigated. For example, analyses examined whether PDC might have different effects for boys than for girls, or might produce greater gains in one site than in another. No differences in the program's effects under these different conditions were found, leading to the conclusion that, through the Head Start year at least, PDC is equally effective for boys and girls, for all ethnic groups, for children from all sites, and for children who did or did not have prior preschool experience.

The findings of the first phase of the Impact Study can be summarized as follows:

- Conditions are suitable for a longitudinal study of PDC's impact on children through third grade.
- At the end of a year of Head Start, children in PDC and comparison groups showed essentially the same degree of progress, as expected.
- Progress of the two groups was equal not just in general, but also under all the special conditions examined.

At this stage, the most important contribution of the PDC evaluation has been the knowledge gained about program implementation. The Implementation Study, as summarized next, has provided extensive information about what has been accomplished in the program's initial three years and about some of the reasons for those accomplishments.

Lessons Learned About PDC Implementation

In 1976-77 implementation activities were intensively studied at nine sites--profiles of program implementation were developed and factors shaping implementation were analyzed. The measurement of implementation indicated that almost all sites received high ratings in the education component, particularly in areas concerned with development and implementation of a curriculum and diagnostic system. In contrast, ratings in other components--and especially in parent involvement--were highly variable from site to site.

General Conclusions

On the basis of these analyses, eight general conclusions about PDC implementation were drawn:

- No single factor or event was sufficient to "make" or "break" a project; only combinations of factors operated to influence implementation.
- The single most powerful set of determinants of implementation during the first three years was the educational and community setting for each project.

- The second most important set of determinants of implementation was the background, creativity, and initiative of PDC staffs.

- In general, Early Childhood School sites were able to implement the PDC guidelines more readily during the early years than were Preschool-School Linkage sites, although this does not mean that the potential for ultimate success is any greater for one model than for the other.

- The planning year was a critical factor in the implementation of PDC.

- When some form of planned sequencing of implementation was adopted, sites made more rapid progress in their areas of focus.

- Implementation proceeded most rapidly where administrative legitimacy for PDC staff had been established at both the Head Start and elementary levels.

- Implementation proceeded most rapidly where a sense of "ownership" of PDC had been established among staff at both the Head Start and elementary school levels.

Some Specific Factors that Affected PDC Implementation

In addition to these general conclusions, a number of specific factors emerged as most clearly related to program implementation during the initial years. They are listed here in four areas--the PDC setting, local initiation of PDC, planning year activities, and implementation activities during the implementation year.

The PDC setting. Five factors associated with the setting of the local PDC program seemed to be associated with higher implementation levels:

- Location in a mid-sized community (20,000-100,000 population) and mid-sized school district;

- History of close cooperation or joint administration of Head Start and elementary school programs by the school district;

- Pre-existing district philosophies, priorities, legislation, and programs similar to or compatible with PDC;

- High concentration of the target ethnic groups in the schools or centers (affecting implementation in the bilingual-multicultural component only);

- Favorable parental attitudes toward schools and federal programs.

Local initiation of PDC. Two features of the situation surrounding the beginnings of PDC seemed to confer at least an initial advantage because their presence meant that certain important linkages demanded by PDC were already in place as the tasks of planning and implementation began:

- Broad participation by parents, teachers and administrators in the first proposal writing (coordination at this stage between the Head Start center directors and elementary school principals who would later participate in the project was particularly valuable);

- Designation of the school district as the delegate agency for the Head Start program, and thus for PDC (this increased the likelihood that Head Start and the schools had already established a working relationship prior to PDC, it made it easier for PDC staff to have formal authority that spanned both levels, and it made it easier for the elementary school teachers to accept the project).

Planning year activities. Although all programs were granted this special period, they did not use it equally effectively. Five features of planning year activities stood out as contributing to higher levels of implementation in the third year:

- Involvement of teachers, parents, and administrators in planning;

- Voluntary participation of teachers;

- Coordinator experienced as an administrator;

- Key staff members familiar with the workings of the school district and Head Start programs;

- Parent involvement coordinator from the community and with professional experience involving parents in schools or centers.

Implementation strategies, events, and activities. Implementation activities during the implementation year were also important to the success of PDC. Higher levels of implementation were associated with the following conditions:

- Clearly delineated lines of authority for PDC staff at both Head Start and elementary levels;

- PDC staff housed either with the elementary teachers or with school district staff;
- Full and active support for PDC from district officials, the Head Start center director, and the school principal(s);
- Responsibility for components assigned to specific individuals;
- No individual responsible for more than two components;
- Component responsibilities that spanned both the Head Start and elementary school levels;
- Adoption of an existing curriculum or purchase of an intact curriculum;
- Frequent training for PDC participants.

A Final Comment

Broad implications for federal efforts to promote innovative educational programs have emerged from three years of Project Developmental Continuity. The approach ACYF adopted for PDC was one of providing a "framework for innovation" rather than dictating specific innovative practices. Within this framework a number of strong local programs have developed. From the perspective of extensive implementation data, it seems that the PDC framework offers a potentially effective model of educational change. As the evolution of PDC continues over the next few years, the models for continuity should become stronger and clearer. PDC is certainly altering the character of educational settings; the importance of this altered character for the educational progress of children will become clearer as the demonstration program proceeds through the coming years.

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APPENDIX B

THE NATURE OF ATTRITION IN THE PDC CHILD SAMPLE

The PDC project's evaluation of child outcomes is based on the measurement of all the children entering PDC program Head Start classes in the fall of 1976; a total of 1,219 children were identified at the start of the evaluation's second phase. Regardless of the theoretical design for the evaluation or of the particular measures used, a first essential step in evaluating the PDC program's impacts on children is to retain access to this cohort of children over the duration of the evaluation period. For a variety of reasons, the cohort of children available to the study has gradually grown smaller. In this section we will examine the patterns of attrition over time in the child sample, as well as the consequences of these changes.

The kinds of attrition the evaluation has suffered are varied. Elsewhere we distinguish between program-related and measurement-related attrition. Program-related attrition occurs when a child is lost to the evaluation entirely. This can occur, for instance, when a site leaves the PDC program; when a PDC school stops participating in the intervention; when a child's family moves to another school attendance area, so that the child no longer attends a PDC school; or when a child leaves the school district entirely. Because of the nature of the PDC evaluation design, it seems a priori more likely that program-related attrition could affect children attending PDC schools than children in the Comparison group. If at most sites there are more Comparison than PDC elementary schools, then children whose families move from one attendance area to another within the district will be more likely to move from one Comparison school to another than from one PDC school to another. In fact, attrition rates across sites do not differ markedly by group, and it is not clear that program-related attrition was greater for PDC than for Comparison children.

Measurement-related attrition occurs when a child has missing information for part or all of an instrument, or even for all instruments on one occasion, but is not lost to the evaluation study. Both child-specific and instrument-specific reasons can lead to this kind of attrition: if a child was absent over the testing period, or if a child refused a particular measure and could not be retested, for instance. Measurement-related attrition is generally less frequent than program-related attrition, and for that reason is of less consequence in understanding the impact of attrition on evaluation analyses and outcomes; its most severe effects come about in limiting the sample sizes for multivariate analyses for which complete data across several measures are required.

Table 1 summarizes year-to-year program-related attrition in the child sample used for analyses in the PDC evaluation study. Some words of explanation about the group of children selected for analyses are in order. Of the 1,219 children selected for the study, a total of 1,090 are left after two sites are excluded. One of these sites is excluded because it withdrew from the PDC program after the evaluation effort had followed children through the Head Start year, before any outcome data were available; the other is excluded from child-level analyses because it lacks a local comparison group of children. This total of 1,090 children is what is used in

Table 1

Summary of Year-to-Year Program-Related Attrition

Site	Group	Fall 1976 Entry		Spring 1978 Kindergarten	Spring 1979 First Grade	Spring 1980 Second Grade	Spring 1981 Third Grade	Longitudinal Analytic Sample	% Attrition from Fall 1976 Sample for Comparison to Longitudinal Analytic Sample
		Full Sample	Sample for Comparison						
Site 1	PDC	44	37	21	17	15	13	13	65%
	Comp	40	25	21	18	16	13	13	48%
Site 2	PDC	55	55	25	20	15	13	8	85%
	Comp	32	32	24	14	13	9	9	72%
Site 3	PDC	51	34	29	26	20	18	18	47%
	Comp	62	56	50	37	32	30	30	46%
Site 4	PDC	47	25*	19	16	14	13	13	48%
	Comp	39	39	35	31	30	28	28	28%
Site 5	PDC	50	50	25	15	11	10	10	80%
	Comp	54	54	25	15	14	9	9	83%
Site 6	PDC	44	44	32	27	24	17	17	61%
	Comp	58	58	33	22	14	10	10	83%
Site 7	PDC	66	65	30	20	17	11	11	83%
	Comp	64	64	52	33	28	15	15	77%
Site 8	PDC	64	64	49	38	33	31	31	52%
	Comp	57	57	46	41	39	30	30	47%
Site 9	PDC	48	48	29	23	15	13	13	73%
	Comp	81	81	60	39	29	21	21	74%
Site 10	PDC	58	58	40	25	18	10	10	83%
	Comp	76	76	52	30	24	17	17	78%
Site 11	PDC	46	---*	---	---	---	---	---	---
	Comp	---	---*	---	---	---	---	---	---
Site 12	PDC	46	---*	---	---	---	---	---	---
	Comp	37	---*	---	---	---	---	---	---
All Sites	PDC	644	480	299	227	182	149	144	70%
	Comp	575	542	398	280	239	182	182	66%
Total		1219	1022	697	507	421	331	326	68%

*Excludes children at one elementary school in site 4, at all schools at site 11 and at all schools at site 12, both at entry and from the longitudinal analytic sample. Also excludes 22 children at site 1 and 22 at site 3 because of first-language differences; one child at site 3 because of repeated retentions in grade; and one child at site 7 due to repeated unresponsiveness to testing. For a more complete explanation of these exclusions, see text of this appendix; for a summary of program-related attrition over time in the full child cohort in the PDC program, see Table 3 of Chapter 1, Volume 1 of the present report.

Table 3, Chapter I of Volume 1 of the present report to describe overall attrition. The sample of children used for child outcome analyses and for estimation of baseline characteristics is reduced further, to 1,022 children. Sixty-eight children are lost for a variety of reasons: an entire PDC school at one site (22 children) had to be discarded due to convincing evidence of lack of implementation of the program; 22 children at site 1 and 22 at site 3 are excluded for reasons having to do with both attrition and language difference. The 44 children in question were originally tested in Spanish; over time, attrition patterns at these sites were such that only two of these children were left to the study at site 1 and seven at site 3. The children remaining were so few that local comparisons of performance across treatment groups were impossible, and it seemed extremely unwise to pool [illegible] for comparison purposes with a substantial number of children tested originally in Spanish at another site. For this reason, all children at [illegible] 1 and 3 originally tested in Spanish were excluded from the study. Finally, two children were excluded from the analytic sample for extreme lack of fit to typical developmental patterns: at site 3 one was excluded because by third grade the child was two years behind its cohort-mates' grade level; and one child at Site 7 had not been responsive in the testing situation since the Head Start measurements.

Program-related attrition has clearly led to major changes in the size of the study sample of children. Overall, as Table 2 shows, slightly more than two of every three children initially in the study have been lost to it by the end of third grade; when sites and treatment groups are considered, the proportions of children lost range from 28 percent to 85 percent. In 6 of the 20 possible treatment-site combinations, the number of children in the longitudinal sample is 10 or fewer. Under these conditions, analytic designs for evaluation suffer a wide variety of threats to internal and external validity. Threats to validity (or, rather, alternative hypotheses as explanation of outcomes rather than the hypotheses the design was supposed to test) can take two forms: questions about the power of the analyses, and questions about the study sample. Alternative hypotheses and issues relating to analyses are discussed in various sections of Volume I of the present report; here we discuss issues related to changes in the study sample.

Two questions can be raised about changes in the study sample that threaten its validity. They refer, respectively, to threats to external and internal validity. The first asks: to what extent does the subsample of children remaining represent the cohort of children entering the study? The second asks: to what extent do the two treatment groups of children in the subsample remaining continue to be equal in baseline characteristics?

PROGRAM-RELATED ATTRITION AND REPRESENTATIVENESS OF THE SAMPLE REMAINING

Analyses were conducted to assess changes in the representativeness of the subsamples of children available to the study between the cohort's entry into Head Start and their exit from third grade. The results of these analyses are reported in Tables 2 and 3.

Table 2 summarizes changes in the composition of the sample remaining in the study between the Head Start year and third grade. Descriptive statistics for baseline demographic variables, child characteristics and test scores are presented for the subsample as of kindergarten, first, second and third grade. For each subsample, the group remaining is compared with the group no longer in the study at that time-point: for instance, at third grade the 326 children still remaining in the study are compared with the 696 children who have been lost to the study before the third grade measurement. Test scores used in this table are the average of fall 1976 and spring 1977 scores, as available.

Table 2 shows that there are some meaningful differences over time between the subsample remaining in the study and the sample departed, and that these differences also show up as trends over time. After the kindergarten year, the subsample available to the study steadily increased in the proportion of minority-group children, and decreased in the proportion of Anglo children. The average level of maternal education steadily went down; maternal age steadily went up (although entry data are only available at three sites for this variable). Finally, the proportion of children with prior preschool experience steadily increased.

These data are straightforward to interpret, but their implications for the validity of the study are not clear. Anglo children, children with better-educated mothers, and children who had not attended preschool prior to Head Start, tended more frequently to be lost to the study over time than children who were of minority origins, had mothers with less education, or who had attended preschool prior to Head Start. The differences in ethnicity and material education are consistent with an interpretation in terms of socioeconomic status--that is, that the children of higher-status families within the entry sample were more likely to be lost to the study than children of lower-status families. It is extremely difficult to interpret the findings of prior preschool experience in this light. For one thing, it is not known what sort of prior preschool experience the children actually had. Two distinct possibilities exist: those in which costs are borne directly by the parents, and those in which costs are borne by some local agency, with eligibility determined by income level and need. Depending on which sorts of preschool/childcare options were available, the interpretation of the attrition findings will be consistent with or will contradict a status interpretation. In summary, without further information which is not available to the evaluation, it is impossible to interpret the differences between groups in proportions of children with prior preschool experience.

With regard to test scores, the data do not show clear trends over time in the findings, nor are the fairly scattered findings of Table 2 much more frequent than the number one would be likely to find by chance. It appears reasonable to conclude that there are no differences in baseline test scores between the subsample of children remaining and the subsample departed from the study.

Table 3 focuses on the subsample remaining in the study throughout the evaluation period (kindergarten through third grade) and examines representativeness, both overall and by site for the same available set as for the analyses of Table 2. The aggregate data are the same as those for the extreme right-hand column of Table 2, and will not be discussed further. At the individual sites, it appears clear that the overall differences noted in Table 2 are not in general characteristic of any one site, at least given the low discriminatory power of analyses with the reduced sample sizes available. For example, differences in ethnic composition and prior preschool between the sample remaining and that departed do not appear at any single site, in spite of the strength of differences at the aggregate level. Further, differences between the samples remaining in the study and those departed at each site are often in different directions at different sites, and are not similar to the aggregate differences in patterns. For two variables (number of siblings and POCL-2) differences appear at the site level at at least two sites, while there are no aggregate-level differences. Finally, inspection of the table shows that, of 203 possible independent comparisons, 20 show significant differences at the .10 level and 9 are significant at $\alpha \leq .05$--proportions not different than those one would expect by change. Thus it appears that there are no important differences in representativeness at the level of individual sites, given the low power of site-specific tests.

PROGRAM-RELATED ATTRITION AND TREATMENT GROUP COMPARABILITY IN THE SAMPLE REMAINING

Analyses were conducted to assess changes in the comparability of the two treatment groups for each of the subsamples of children available to the study at each measurement point. The results of these analyses are presented in Tables 4 and 5.

Table 4 summarizes changes in comparability between the full sample during the Head Start year and the subsample available at the end of third grade. The table shows that there are no major changes in differences between PDC and Comparison groups across the different subsamples available to the study. Differences in demographic and background features of the sample, in particular, do not vary over time: differences present when the full samples are compared are still present when the subsamples available as of third grade are compared, and where there are no differences in the full sample there are no differences in the subsample. There are some

Table 2

Changes Over Time in the Composition of the Sample of Children Available for Analysis

Variables	Original Sample (N=1022)	Sample Available in Spring 1978 (K) (N=684)		Sample Available in Spring 1979 (G1) (N=493)		Sample Available in Spring 1980 (G2) (N=409)		Sample Available in Spring 1981 (G3)-Longitudinal Sample (N=326)	
Demographic/Background Ethnicity	Black: 35% Hispanic: 26% Anglo: 35% American Asian: 2% Indian/NA: 2%	Black: 37% Hispanic: 25% Anglo: 34%		Black: 36% Hispanic: 30%* Anglo: 31%*	.006*	Black: 39% Hispanic: 31%* Anglo: 27%	.000*	Black: 40% Hispanic: 32% Anglo: 26%	.000*
Mother's Age	26.6	27.1	---	27.6	.040*	27.6	.051	27.9	.045*
Mother's Education	10.9	10.8	---	10.7	.042*	10.7	---	10.6	.010*
Number of adults in family	39% one adult	39% one adult	---	38% one adult	---	38% one adult	---	36% one adult	---
Number of Siblings	1.88	1.87	---	1.91	---	1.94	---	1.97	---
Child Characteristics									
Gender (% male)	50%	49%	---	51%	---	51%	---	51%	---
Prior Preschool (% yes)	14%	16%	.003*	16%	.023*	17%	.003*	19.6%	.000*
Weight, entry (pounds)	38.2	38.3	---	38.2	---	38.3	---	38.0	---
Height, entry (inches)	41.1	41.2	---	41.1	---	41.1	---	41.1	---
Age, entry (months)	54.0	54.1	---	53.9	---	53.8	---	53.9	---
Special needs at entry (%)	9%	9%	---	9%	---	8%	---	8%	---
Child Baseline Tests									
Bilingual Syntax Measure	0.0[a]	.01	---	-.02	---	-.04	---	-.09	.053
WPPSI	0.0	.01	---	-.06	.085	-.10	.010*	-.07	---
MSCA Verbal Fluency	0.0	.04	.064	.05	---	.02	---	.04	---
MSCA Verbal Memory, I	0.0	.02	---	.02	---	.03	---	---	---
MSCA Verbal Memory, II	0.0	.01	---	.00	---	.01	---	-.02	---
MSCA Draw-a-Child	0.0	.03	---	.00	---	0.0	---	.03	---
PIPS	0.0	.00	---	-.05	---	-.08	.039*	-.06	---
POCL-1	0.0	.02	---	.03	---	.01	---	.01	---
POCL-2	0.0	.03	---	.03	---	.02	---	-.01	---

[a] Measures standardized.

NOTES: Table entries are values at entry for samples of children available at each measurement time point, and comparison of values for sample remaining versus sample departed. Child measures are standardized, with separate standardizations for the groups of children that were tested in Spanish and English at entry. Child tests also average values for fall 1976 and spring 1977 (the Head Start year). Comparisons are between the sample remaining and the sample departed at each time-point; tests are student's t, χ^2 or Fisher's exact test as appropriate. For the measure of mother's age, total sample size available is 227 (the mother's age was not asked at 7 sites). Comparison table entries are significance levels for non-directional tests, reported if below .10 and marked with an asterisk if below .05.

The sample for comparisons in this table excludes two sites: Sites 11 and 12, and also excludes children from one school at one site. A small number of children are also excluded because particular conditions or lack of measurement would mean they could not be included in analyses of child outcomes. Decisions about inclusion of subjects in analyses are explained in Chapter 4, Volume I of the present report.

Table 3

Comparison of Demographic Features, Child Characteristics and
Entry-Level Test Scores for Children Included in the Evaluation's Longitudinal
Sample and for Children Lost to Measurement Attrition Over the Study Period, Overall and by Site

	Across all sites	Sites 1 n=62	Site 2 n=82	Site 3 n=90	Site 4 n=64	Site 5 n=104	Site 6 n=102	Site 7 n=129	Site 8 n=121	Site 9 n=129	Site 10 n=154
Demographic/Background											
Ethnicity	IN≠NOTIN	---	---	---	---	---	---	---	---	---	---
Mother's Age	IN>NOTIN*a	no data	---	no data	IN>NOTIN*	IN<NOTIN	no data	no data	no data	no data	no data
Mother's Education	IN<NOTIN	---	IN<NOTIN	---	---	---	---	---	---	---	---
Number of adults in family	---	---	---	---	---	---	---	---	IN>NOTIN	---	---
Number of siblings	---	---	---	---	---	IN<NOTIN	IN>NOTIN	---	---	---	IN>NOTIN*
Child Characteristics											
Gender (% male)	---	---	IN>NOTIN*	IN<NOTIN*	IN>NOTIN*	---	---	---	---	---	IN<NOTIN
Prior Preschool (% yes)	IN>NOTIN*	---	---	---	---	---	---	---	---	---	---
Weight, entry (lbs.)	---	---	---	---	---	---	---	---	---	---	---
Height, entry (in.)	---	---	---	---	---	---	---	---	---	---	---
Age, entry (mos.)	---	---	---	IN<NOTIN*	---	---	---	---	---	---	---
Special needs at entry (% yes)	---	---	IN>NOTIN	---	---	---	---	---	---	---	---
Child Entry-age Tests											
Bilingual Syntax	IN<NOTIN	---	---	---	---	IN>NOTIN*	---	---	---	---	---
WPPSI	---	---	IN<NOTIN	---	---	---	---	---	---	---	---
Verbal Fluency	---	---	---	---	---	---	---	---	---	---	---
Verbal Memory, I	---	---	---	---	---	---	---	---	---	---	---
Verbal Memory, II	---	---	---	---	---	---	IN>NOTIN	---	---	---	---
Draw-a-Child	---	---	---	---	---	---	---	---	IN>NOTIN*	---	---
PIPS	---	---	IN<NOTIN	---	---	---	---	---	---	---	---
POCL-1	---	---	---	---	---	---	---	---	---	---	---
POCL-2	---	---	---	---	IN>NOTIN	---	---	---	---	---	IN<NOTIN*
Across all child tests	IN≠NOTIN	≠*(59)	---	---	---	---	---	---	≠*(117)	---	---

NOTES: Child test scores are standardized, with separate standardizations for groups of children tested in Spanish and in English at entry. Child test scores used are averages of fall 1976 and spring 1977 tests (at beginning and end of the Head Start year). Comparisons are made between the sample remaining and the sample lost, using Student's t, χ^2 or Fisher's exact test as appropriate. Table entries include the direction of results, which are reported if below .10 level and marked by an asterisk if below .05. For the measure of mother's age, total sample size available is 227--the question was not asked at 7 sites.

The sample used for comparisons in this table excludes two sites: Sites 11 and 12, and also excludes children from one school at one other site. A number of children are also excluded because particular conditions of the lack of sufficient measures would mean they would not be included in analyses of child outcomes. Decisions about inclusion of subjects in analyses are explained in the text of the appendix. [a]Partial sample, much data missing minor differences between groups on entry-level test scores that do show trends across the different subsamples, but they do not seem to warrant major discussion. In summary, Table 4 tells us that for the subsample of children for whom longitudinal data are available, the differences between groups are essentially the same as those for the full sample of children.

Table 5 examines the comparability of the two treatment groups on baseline data at the site level, using the subsample of children with data available throughout the longitudinal study. As the table shows, there are a large number of between-group differences at the site level that are masked in the aggregate analyses. This occurs in spite of the low sample size available at some sites. PDC and Comparison groups of children at the individual sites appear quite different from one another in entry-level and baseline characteristics, suggesting that site-level comparisons of raw data may be quite risky.

TREATMENT-GROUP COMPARABILITY: PREDICTED DIFFERENCES IN OUTCOME VARIABLES

From the analyses in the last section, we have concluded that, at the site level, there are a number of differences between groups on entry variables. What are the consequences of these differences? As the discussion of Volume I shows, the evaluators determined that it was necessary to undertake site-level analyses, in spite of the fact that the original sampling and analytic designs of the study were devised to allow aggregate (cross-site) analyses. In the light of this decision, site-level between-group differences on entry variables lead to the expectation of between-group differences on outcome variables even in the absence of treatment effects, and make it even more difficult to separate treatment-related effects from other nontreatment 'noise' in the evaluation.

The extent of the problem is illustrated in Table 6, in which the proportion of net effects predicted for each site and outcome variable domain of the evaluation at the parent, teacher/classroom and child levels is summarized. Net effects subtract negative (P < C) effects from positive (P > C) effects, and reflect the dominant trend of multiple tests across variables and measurement points in each outcome domain; for a detailed description of the analytic approach that produced the predicted between-group differences on which the net effect summaries of Table 6 are based, see Chapter 2 of Volume I. Most distressing are cells with net effects greater than .25 in absolute value; for instance, at the level of child outcome variables in the domain of specific academic achievement there are four sites at which such effects are predicted. Predicted net effects of magnitude .25 or greater are found in one or more variable domains for all but one site: these differences have had to be taken into account in interpreting analytic results.

Table 4

Changes Over Time in the Comparability of the PDC and Comparison Treatment Groups Among the Sample Remaining in the Study

Variables	Original Sample (N=1022)	Sample Available in Spring 1978 (K) (N=684)	Sample Available in Spring 1979 (G1) (N=493)	Sample Available in Spring 1980 (G2) (N=409)	Sample Available in Spring 1981 (G3)-Longitudinal Sample (N=326)
	PDC: 480, Comp: 542	PDC: 297; Comp: 387	PDC: 226; Comp: 267	PDC: 180, Comp: 229	PDC: 144; Comp: 182
Demographic/Background					
Ethnicity	---	---	---	---	---
Mother's Age	---	---	---	---	---
Mother's Education	---	---	---	---	---
Number of Adults in Family	P > C (.022*)	P > C (.076)	P > C (.003*)	P > C (.001*)	P > C (.001*)
Number of Siblings	---	---	---	---	---
Child Characteristics					
Gender (% male)	---	---	---	---	---
Prior Preschool (% yes)	P < C (.019*)	P < C (.028)	P < C (.003*)	P < C (.003*)	P < C (.001*)
Weight, entry (pounds)	---	---	---	---	---
Height, entry (inches)	---	---	---	---	---
Age, entry (months)	---	---	---	---	---
Special Needs at Entry (% yes)	---	---	---	P > C (.096)	---
Child Baseline Tests					
Bilingual Syntax Test	---	---	P > C (.099)	---	P > C (.032*)
WPPSI	---	---	---	---	---
MSCA Verbal Fluency	---	---	---	---	---
MSCA Verbal Fluency, I	P < C (.013*)	P < C (.089)	---	---	---
MSCA Verbal Fluency, II	---	---	---	---	---
MSCA Draw-a-Child	---	---	---	---	---
PIPS	P < C (.013*)	---	---	---	---
POCL-1	---	---	---	---	---
POCL-2	---	---	---	---	---

NOTES: Values used for treatment group comparisons are entry background or baseline test scores. Child measures used are standardized, with separate standardizations for children tested in Spanish and in English; child tests also average values for fall 1976 and spring 1977 (the cohort's Head Start year). Comparisons used are student's t, χ^2 or Fisher's exact test as appropriate; table entries show the results of comparisons if the attained significance level is .10 or less, with an asterisk if .05 or less.

For the years 1979, 1979 and 1980, the numbers of cases are slightly lower than those presented in Table 1 of this appendix. Differences between these two tables are due to measurement-related attrition. The cases included in this table are those for whom at least one child or parent measurement had non-missing data at a given measurement point. This best represents the sample used in analyses. Cases excluded from this table but included in Table 1 were not lost to the study at a given time-point, even though they have no data available at that time-point.

Table 5

Comparability of PDC and Comparison Treatment Groups for Children Remaining in the Study Sample Across the Evaluation Period, Overall and by Site (Across All Sites and Sites 1-10)

Variables	Across All Sites (N=326) PDC: 144; Comp: 182	Site 1 (N=26) PDC: 13; Comp: 13	Site 2 (N=17) PDC: 8; Comp: 9	Site 3 (N=48) PDC: 18; Comp: 30	Site 4 (N=41) PDC: 13; Comp: 28	Site 5 (N=19) PDC: 10; Comp: 9
Demographic/Background						
Ethnicity (= Angio)	---	P < C (.020*)	---	P < C (.023*)	---	---
Spanish-Dominant (= yes)	---	---	---	---	---	---
Mother's Education (years)	---	---	---	---	---	---
Family Structure 1 (1=sometimes one parent; 2=always two parents)	P < C (.001*)	P < C (.004*)	---	P > C (.031*)	---	---
Family Structure 2 (1=changing; 2=stable)	---	---	---	---	---	---
Child Characteristics/Tests						
Gender (= male)	---	---	---	---	---	---
Prior Preschool (= yes)	P < C (.001*)	---	---	---	P < C (.001*)	---
Test Factor 1	---	---	---	---	---	---
Test Factor 2	---	---	---	P > C (.017*)	---	---
Bilingual Syntax Measure	P > C (.032*)	---	---	---	---	---
WPPSI	---	---	---	---	---	P < C (.045*)
MSCA Verbal Fluency	---	---	---	---	---	---
MSCA Verbal Memory 1	---	---	P < C (.088)	---	---	---
MSCA Verbal Memory 2	---	---	---	---	---	---
MSCA Draw-a-Child	---	---	---	---	---	---
PIPS	---	---	---	---	---	---
POCL-1	---	---	---	P > C (.012*)	---	---
POCL-2	---	---	---	P < C (.009*)	P < C (.013*)	---

See page 2 of this table for notes.

Table 5, continued

(Sites 6-10)

Variables	Site 6 (N=27) PDC: 17, Comp: 10	Site 7 (N=26) PDC: 11; Comp: 15	Site 8 (N=61) PDC: 31; Comp: 30	Site 9 (N=34) PDC: 13; Comp: 21	Site 10 (N=27) PDC: 10; Comp: 17
Demographic/Background					
Ethnicity (1=Anglo)	---	---	---	---	P < C (.10)
Spanish-Dominant (1=yes)	---	---	---	---	---
Mother's Education (years)	---	P < C (.050*)	---	---	---
Family Structure 1 (1=sometimes one parent, 2=always two parents)	P > C (.0001*)	---	---	---	P > C (.010)
Family Structure 2 (1=changing, 2=stable)	P > C (.007*)	---	---	---	P > C (.095)
Child Characteristics/Tests					
Gender (1=male)	---	---	---	---	---
Prior Preschool (1=yes)	---	---	P < C (.036*)	---	---
Test Factor 1	---	P < C (.003*)	---	P > C (.083)	---
Test Factor 2	---	---	---	---	P < C (.067)
Bilingual Syntax Measure	---	P < C (.023*)	P > C (.013*)	---	---
WPPSI	---	P < C (.060)	P > C (.088)	P > C (.071)	---
MSCA Verbal Fluency	---	P < C (.057)	---	P > C (.089)	---
MSCA Verbal Memory 1	P > C (.059)	---	---	---	P < C (.064)
MSCA Verbal Memory 2	---	P < C (.051)	---	---	---
MSCA Draw-a-Child	---	P < C (.044*)	---	P > C (.070)	---
PIPS	---	P < C (.030*)	---	---	---
POCL-1	---	P < C (.060)	P > C (.005*)	---	---
POCL-2	---	---	---	---	---

NOTES: Table entries show the result of treatment-group comparisons, including the direction of results, reported if below the .10 level and marked by an asterisk if below .05. The tests used are student's _t_, χ^2 or Fisher's exact test as appropriate.

The measures reported in this table differ to some extent from those presented in other tables in this appendix. The five demographic/background variables and first four child characteristics/test score variables are the same variables used in the analyses of Chapter VI, Volume I as covariates. The child characteristics and demographic/background variables differ from variables in other tables mostly in that they have been transformed to dummy-variable format; the two test factor variables are obtained by factor analyses of baseline test scores. The other test scores are identical with those presented in Tables 2-4 of this appendix.

Table 6

Proportion of Net Effects Predicted on the Basis of Design 1 Regressions for Each Variable Domain at the Parent, Teacher/Classroom and Child Outcome Levels by Site and in the Aggregate

	Sites										Aggregate
	1	2	3	4	5	6	7	8	9	10	
Parent Level											
Parent Involvement	-.33	.00	.33	1.0	.00	.67	-.17	.00	.00	.00	.67
Parent as Educator	.00	.00	-.08	.00	.00	-.08	-.17	-.08	.00	.00	.00
Teacher/Classroom Level											
Promotion of Parent Involvement	.00	.00	.00	.00	.00	.00	.00	-.25	.00	.00	.00
Classroom Environment	.00	1.0	.00	.00	.00	.00	.00	.00	.00	.00	.00
Educational Management	.00	.50	.00	.00	.00	.00	.00	.00	.00	.00	.00
PDC-Encouraged Instructional Content	.00	.00	.00	-.33	.00	.00	.33	.00	.00	.00	.00
Learning Time	.00	.17	.00	.00	.00	.00	-.17	.00	.00	.00	.00
Child Level											
Specific Academic Achievement	.00	.00	.00	.00	.00	.00	-1.0	.38	.63	-.29	.00
General Academic Skills/Aptitude	-.44	.00	.00	.44	.00	.22	-.89	.22	.11	-.11	.33
Learning Attitude/Style	.00	.00	.00	-.20	.00	.10	-.70	.10	.10	-.10	.00
Attitude Toward Teacher/School	.00	.00	-.11	-.22	.00	.22	.00	.00	.11	-.22	.00
Social Development/Adjustment	.06	.00	.19	-.06	.00	.31	-.50	.19	.06	-.06	.06

NOTE: Table entries are the proportion of net effects. Net effects subtract negative (P < C) from positive (P > C) effects, and document the overall trend of all tests within an outcome variable domain. For a detailed discussion of the basis for predicted differences, see Chapter II of Volume 1.

26

25

APPENDIX C

MEASUREMENT OF INSTITUTIONAL FEATURES

Contents

Page

I. Site Visit Interview Guides 25

II. Teacher Interview Items and Scoring 33

I. SITE VISIT INTERVIEW GUIDES

1979 SITE VISITS

Respondent	Content
	The contextual setting for PDC
PDC Coordinator	1. Principal social, economic & political factors or features of the community/community changes over past four years/central social issues
	2. Principal problems or challenges facing the school system and their effect, if any, on PDC
	3. District's history with federal programs, problems with federal programs
	4. Similarities and differences between PDC and comparison schools
	5. Striking changes or developments in PDC over the past four years/effect on HS, teacher unions and district curriculum change processes on PDC
	6. Institutionalization ideas--when focus on, who will make decisions, how administrators feel about PDC
	7. Lessons learned from implementing PDC
	8. Specific community conditions affecting PDC's implementation
District Administrator	1. Social, political and economic trends in community
	2. Most important problems facing the district and how they have changed over the past years; how these problems have impacted PDC
	3. District's history and attitude toward federal programs; what useful purposes do they fulfill
	4. Identification of basic changes in PDC schools since program started
	5. Strengths and weaknesses of PDC; PDC support from teachers, administrators, the Board; what aspects might be continued; how integrated the program is; what effects might be sustained over time
Principals--two from PDC schools, two from comparison schools	1. Main problems facing district and own school
	2. Distinctive elements of school program and activities; services school offers the community
	3. Status of teacher morale--who influences/main concern of teachers today--any staff initiated novel ideas lately?

1979 Site Visits (cont.)

Respondent	Content
	The contextual setting for PDC
Principals (cont.)	4. Areas of school life that could benefit most from additional resources
	5. Advantages & disadvantages of bringing HS and elementary schools together/perceived effect on children attending HS
	6. Satisfaction/dissatisfaction with parent involvement/change in PI over last few years/constraints of PI
	7. (PDC principals only) a. effect of PDC on school life b. degree of PDC support from board and central office c. elements needing modification; elements that might be continued
	8. (comparison principals only) a. description of how the social services the school offers are linked with those offered by community agencies b. description of school resources for meeting needs of handicapped children c. most important changes to occur in school life over last few years; any significant curriculum changes or innovative programs d. any awareness of PDC and how much support it receives from board and central office?
Special service staff at two comparison schools	1. School's goals and strategies re: meeting needs of handicapped children
	2. Description of screening, diagnostic and evaluative procedures used to identify and place handicapped children
	3. How goals, strategies and procedures have changed over last few years
	4. How school links school services and community services in this area
	5. Description of school's involvement with parents of handicapped children
	6. Description of teacher training in this area
	7. Description of special ed staff in school and how they coordinate the transfer of HS handicapped child to the elementary school

1979 Site Visits (cont.)

Respondent	Content
	The contextual setting for PDC
HS Director	1. Description of HS-elementary school relationship and how it has changed 2. Whether HS has more influence on elementary schools than previously 3. Differences among elementary schools in district 4. Attitude regarding PDC a. central program purpose b. strengths and weaknesses c. PDC impact on decision-making and parent involvement in schools d. how PDC schools differ from other schools e. degree of program support from teachers, central office, teachers, etc. f. PDC's affect on HS g. amount of awareness by HS parents of PDC h. elements likely to be institutionalized 5. Major problems facing the district
CAP Director or district person responsible for federal funds	1. Social, economic and political trends in community 2. Central problems facing the district and their effect on the system 3. Description of federal programs in the district 4. How HS relates to the district and schools and whether PDC has affected this relationship 5. Strengths and weaknesses of PDC; degree of integration administratively 6. Local support for federal programs? Problems with such programs 7. Extent of parent support for PDC 8. Extent of central office involvement in PDC training and curriculum development 9. Sensitivity of national governmental officials to implementation problems
Parent involved in federal program; two at PDC school, two at comparison school	1. Identification of major challenges facing the district 2. Parental satisfaction/dissatisfaction with quality of schools/areas of immediate concern to parents/why parents don't get involved 3. Advantages & disadvantages of federal programs; parent support of federal support for local educational activities

Respondent	Content
	The contextual setting for PDC
Parent involved (cont.)	4. Parent's impressions of PDC 5. Mechanisms the district uses to involve parents in schools 6. How parents influence school policy and decision making; whether this has changed over the last few years

1980 SITE VISITS

Respondent	Content
	Institutional Impact of PDC
PDC Coordinator	1. Organizational structure of district and how PDC fits in (function of each unit in the structure, interrelationship of units, final decision making responsibilities of each unit)
	2. Description of task force structure of PDC council
	3. PDC-distinct policies and procedures (different from district or HS's)
	4. Whether PDC has altered policies and procedures of the district or HS at the PDC schools and centers
Most knowledgeable person for each PDC component	1. Duties and responsibilities of MKP, final decision making abilities, if any
	2. Description of component and how it's implemented at the HS and elementary school levels
	3. Description of the monitoring process that assures implementation
	4. Description of the change process that leads to program implementation
	5. Whether the implementation/monitoring/change processes are unique to PDC or part of the HS/elementary school routine
	6. Description of HS/elementary school procedures and policies that help or hinder implementation of PDC components
District Administrator	1. Organizational chart of district; functions of each unit, relationship to other unitsand final decision making responsibilities
	2. District policies and procedures (re: replacement/promotion/dismissal and evaluation of staff, curriculum change, formulation of school goals, budget, allocation of resources, enrollment/retention and promotion of children, staff development, parent involvement and communication and coordination)
	3. PDC's effect, if any, on these policies and procedures
Principals at PDC and comparison schools	1. School organizational chart and school committee structure (membership, terms of appointment, responsibility/decision making function)

1980 Site Visits (cont.)

Respondent	Content
	Institutional Impact of PDC
Principals (cont.)	2. School stats (grade span, # students, student-teacher ratio)
	3. Similarities & differences between school and PDC/ comparison schools
	4. District policies and procedures (and PDC's effect on them)
	5. Description of inservice training
	6. Identification of school problems and severity of problem
	7. Change over time of organizational structure, committee structure, policies and procedures, school problems and inservice training
HS Director	1. Organizational chart of HS
	2. HS committee structure
	3. HS policies and procedures and how (if at all) PDC has altered them

1981 SITE VISITS

Respondent	Content
	Institutionalization of PDC
PDC Program Staff	1. Component elements--those still in place and those not in place; why/why not
	2. Continuation of component elements after funds cease; why/why not (strategies used, influences of particular persons on continuation aspects, extent to which local conditions effect continuation)
	3. Lasting impact of PDC on teachers, parents, HS & elementary school practices and procedures, children and interviewee
PDC Principal & HS Director	1. Administrative elements still in place/not in place; why/why not
	2. Continuation efforts for administrative elements
	3. Lasting effects of administrative elements on various audiences
District Administrator	1. Most effective aspects of PDC and reasons for
	2. Continuation of aspects after funding ceases; strategies used, effect of local conditions, etc.
	3. Lasting impact on schools, parents, teachers, children and interviewee
	4. Lessons learned in implementing such a program
PDC Council Chairperson	1. Changes over time in the composition, role and effectiveness of the council
	2. Lasting impacts of council on HS, school, families and interviewee
PDC Parent & PDC Classroom Aide	1. Involvement/role in PDC
	2. Pre-PDC vs post-PDC involvement in school affairs
	3. PDC's effect on parent's/aide's attitude toward schools, teachers, education, employment status, home activities with their child, knowledge of health, nutrition and community resources
	4. PDC's effect on parent/aide and her family

1981 Site Visits (cont.)

Respondent	Content
	Institutionalization of PDC
Those selected by PDC Coordinator	1. Nature of involvement in PDC
	2. Role in PDC over time
	3. Effective aspects of PDC (identification of)
	4. Which aspects will continue and why (strategies, problems, effect of local conditions, etc.)
	5. Lasting impacts of PDC on school, parent, teachers, children and interviewee

II. TEACHER INTERVIEW ITEMS AND SCORING

Responses to several questions in the PDC Teacher Interview (TI) were used in Chapter II as indices of PDC Guideline implementation. These questions are reproduced below together with rules for transforming the original response categories into implementation ratings. Relevant Guideline Components and Subcomponents are indicated as each item from the interview schedule is presented.

The questions reproduced here were worded for elementary school teachers. Any variations in wording for questions asked of Head Start teachers appear in parentheses.

TI Questions 9, a and c

Next I would like to find out how often you do various things in school. I am going to read you a list of things you may have done at some time during this year. I would like you to indicate how often you have done each. In answering, please use the scale on this card.

1 = Never
2 = About once or twice this year
3 = Every other month
4 = About once a month
5 = About two or three times a month
6 = About once a week or more

How often have you:

a. participated on committees or task forces with other teachers at your own grade level (Head Start Teachers: 'at your center') to plan curriculum?

.
.
.

c. participated in committees or task forces with other teachers from different grade levels in this building (Head Start Teachers: 'at different grade levels') to plan curriculum?

Responses to these questions provided a basis for rating the implementation of Subcomponent C (Curriculum Refinement Procedures) of Component 2 (Education).

Compliance and implementation level ratings were obtained by first pooling all coded responses for all teachers in each program at each site in each year (1979-81). Local programs were considered to be in compliance with minimum Guideline requirements if at least one of the teachers interviewed responded "about once or twice this year," or more often, to either question. If all teachers in a sample responded "never" to both questions, the program (PDC or Comparison) was judged not to be in even minimal compliance with Guideline requirements. Implementation level was determined by first determining the median response to the two questions for each program at each site in each year. If a program's median fell in categories 1 or 2 ("never" or "about once or twice this year"), implementation was rated "low"; if in category 3 ("every other month"), it was rated "moderate"; and if in categories 4 through 6 ("about once a month" or more), it was rated "high."

TI Question 14, 1

> *Now I'd like to find out something about what parents did when they visited or worked in your classroom. I will read a list of activities and for each one I would like you to indicate how many of your parent visitors did it. Again, just answer "none or few," "some," or "most."*
>
> *How many of the parents:*
>
> .
> .
> .
>
> *l. helped by working with children?*

Responses to this question provided a basis for rating the implementation of Subcomponent B (Use of Parents as Resource Persons in the Classroom) of Component 5 (Parent Involvement).

Responses were coded: 1 = none/few; 2 = some; 3 = most. Scores for all teachers who were interviewed were pooled within year within program within site. Local programs were judged to be in compliance with PDC Guidelines if any teacher responded that "some" or "most" parent visitors actually worked with children. Implementation level was determined by the median response of teachers in a program: a median of 1 = low; 2 = moderate; 3 = high.

TI Questions 24, a-f,h

> *These next questions have to do with any inservice training you may have had either this year or in the last few years.*

I am going to read a list of areas in which you may have had training and for each I would like you to use this scale (hand respondent the card) to tell me whether you have actually attended any training sessions in each area.

1 = Not at all

I have not attended any inservice training in the last four years (or since coming to teach in this school, if you have not been in this school four years).

2 = Before this year

I have not attended any training in this area this year, but I have attended at least one session in the last four years or since coming to this school.

3 = Once this year

I have attended one training session in this area this year.

4 = More than once this year

I have attended more than one training session in this area this year.

a. *How often have you attended training in the principles of child growth and development?*
[*Subcomponent F, Component 2 (Education)*]

b. *How often have you attended training in techniques for individualizing instruction to meet the needs of each child?*
[*Subcomponent E, Component 2 (Education)*]

c. *How often have you attended training in working with parents in the classroom?*
[*Subcomponent F, Component 5 (Parent Involvement)*]

d. *How often have you attended training in ways to meet the special needs of handicapped or learning disabled children?*
[*Subcomponent F, Component 4 (Education of Handicapped)*]

e. *How often have you attended training in ways to meet the special needs of children from diverse cultural or linguistic backgrounds?*
[Subcomponent B, Component 3 (Bilingual/Bicultural/Multicultural Education)]

f. *How often have you attended training in the philosophy and approach of the local Head Start program (Head Start Teachers: 'elementary school program')?*
[Subcomponent H, Component 1 (Administration)]

.
.
.

h. *How often have you attended training in health education and resources?*
[Subcomponent G, Component 2 (Education)]

Responses were coded: 1 = not at all; 2 = before this year; 3 = once this year; and 4 = more than once this year. Scores for all teachers who were interviewed were pooled within year within program within site. Local programs were judged to be in compliance with Guideline requirements if at least one teacher replied "once this year" or more often, indicating that training in a particular area had been offered during the year. Implementation level was determined by the median response of teachers in the program to a particular item: a median of 1 or 2 = low; 3 = moderate; and 4 = high.

APPENDIX D

SUMMARY OF ANNUAL COMPLIANCE AND IMPLEMENTATION LEVEL RATINGS BY SITE

Contents

Table		Page
D-1	Compliance Ratings Component 1--Administration	38
D-2	Compliance Ratings Component 2--Education	39
D-3	Compliance Ratings Component 3--Bilingual	40
D-4	Compliance Ratings Component 4--Handicapped	41
D-5	Compliance Ratings Component 5--Parent Inv.	42
D-6	Compliance Ratings Component 6--Support Services	43
D-7	Compliance Difference Component 1--Administration	44
D-8	Compliance Difference Component 2--Education	45
D-9	Compliance Difference Component 3--Bilingual	46
D-10	Compliance Difference Component 4--Handicapped	47
D-11	Compliance Difference Component 5--Parent Inv.	48
D-12	Compliance Difference Component 6--Support Services	49
D-13	Implementation Level Ratings Component 1--Administration	50
D-14	Implementation Level Ratings Component 2--Education	51
D-15	Implementation Level Ratings Component 3--Bilingual	52
D-16	Implementation Level Ratings Component 4--Handicapped	53
D-17	Implementation Level Ratings Component 5--Parent Inv.	54
D-18	Implementation Level Ratings Component 6--Support Services	55
D-19	Implementation Difference Component 1--Administration	56
D-20	Implementation Difference Component 2--Education	57
D-21	Implementation Difference Component 3--Bilingual	58
D-22	Implementation Difference Component 4--Handicapped	59
D-23	Implementation Difference Component 5--Parent Inv.	60
D-24	Implementation Difference Component 6--Support Services	61

Table D-1

Summary of Annual Compliance Ratings of Subcomponents of Component 1--Administration

	SC: A Staffing			SC: B Component Responsibility			SC: C PDC Council Responsibility			SC: D Council Representation			SC: E Council Communication with Parents			SC: F Council Communication with Staff			SC: G Training in Policy- & Decision-Making			SC: H Training in PDC Goals and Requirements			Overall Rating		
Site	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md
1	3	1	Y	2	2	Y/N*	4	0	Y	4	0	Y	4	0	Y	4	0	Y	1	3	N	2	2	Y/N*	24	8	Y
2	1	2	N	0	3	N	4	0	Y	3	0	Y	2	0	Y	1	0	Y	2	2	Y/N*	3	0	Y	16	7	Y
3	4	0	Y	2	2	Y/N*	4	0	Y	4	0	Y	3	0	Y	4	0	Y	1	2	N	4	0	Y	26	4	Y
4	4	0	Y	1	3	N	4	0	Y	2	0	Y	2	0	Y	1	0	Y	1	0	Y	1	1	Y/N*	16	4	Y
5	3	1	Y	4	0	N	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	3	1	Y	30	2	Y
6	1	3	Y	2	2	Y/N*	4	0	Y	4	0	Y	3	0	Y	3	0	Y	1	2	N	3	1	Y	21	8	Y
7	4	0	Y	1	3	N	4	0	Y	4	0	Y	4	0	Y	4	0	Y	2	2	Y/N*	4	0	Y	27	5	Y
8	1	3	N	4	0	Y	4	0	Y	1	3	N	4	0	Y	4	0	Y	0	4	N	1	3	N	19	13	Y*
9	3	1	Y	2	2	Y/N*	4	0	Y	4	0	Y	3	0	Y	2	0	Y	2	0	Y	3	0	Y	23	3	Y
10	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	2	2	Y/N*	4	0	Y	30	2	Y

* Indicates high variance among underlying ratings.

Table D-2

Summary of Annual Compliance Ratings of Subcomponents of Component 2--Education

Site	SC: A Coordinated Curriculum			SC: B Internal Assessment			SC: C Curriculum Refinement			SC: D Diagnostic System			SC: E Training in Individualization			SC: F Training in Child Development			SC: G Training in Health and Safety			Overall Rating		
	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md
1	1	2	N	4	0	Y	4	0	Y	2	1	Y	2	0	Y	2	0	Y	3	1	Y	18	4	Y
2	2	2	Y/N*	3	0	Y	4	0	Y	2	0	Y	2	0	Y	2	0	Y	2	1	Y	17	3	Y
3	1	3	N	1	0	Y	4	0	Y	0	1	N	2	0	Y	2	0	Y	2	1	Y	12	5	Y
4	1	3	N	0	1	N	3	0	Y	4	0	Y	2	0	Y	2	0	Y	2	0	Y	14	4	Y
5	4	0	Y	3	0	Y	3	0	Y	4	0	Y	0	0	?	2	0	Y	3	1	Y	19	1	Y
6	1	3	N	1	0	Y	4	0	Y	2	0	Y	2	0	Y	2	0	Y	3	1	Y	15	4	Y
7	2	2	Y/N*	3	0	Y	4	0	Y	3	0	Y	2	0	Y	2	0	Y	3	0	Y	19	2	Y
8	4	0	Y	3	1	Y	4	0	Y	4	0	Y	2	0	Y	2	0	Y	1	2	N	20	3	Y
9	0	4	N	3	0	Y	3	0	Y	4	0	Y	1	1	Y/N*	1	1	Y/N*	3	0	Y	15	6	Y
10	4	0	Y	3	1	Y	3	1	Y	4	0	Y	2	0	Y/N*	2	0	Y	4	0	Y	22	2	Y

* Indicates high variance among underlying ratings.

Table D-3

Summary of Annual Compliance Ratings of Subcomponents of Component 3--Bilingual/Bicultural/Multicultural Education

	SC: A Coordinated Approach			SC: B Training in Needs and Methods			Overall Rating		
Site	Y	N	Md	Y	N	Md	Y	N	Md
1	1	3	N	3	1	Y	4	4	Y/N*
2	4	0	Y	2	1	Y	6	1	Y
3	1	3	N	3	1	Y	4	4	Y/N*
4	0	2	N	2	0	Y	2	2	Y/N*
5	1	3	N	4	0	Y	5	3	Y*
6	3	0	Y	3	1	Y	6	1	Y
7	1	0	Y	3	1	Y	4	1	Y
8	4	0	Y	2	1	Y	6	1	Y
9	0	4	N	2	1	Y	2	5	N
10	0	2	N	3	0	Y	3	2	Y*

* Indicates high variance among underlying ratings.

Table D-4

Summary of Annual Compliance Ratings of Subcomponents of Component 4--Education of Handicapped Children

Site	SC: A Coordinated Program			SC: B Early Diagnosis			SC: C Special Materials & Structural Changes			SC: D Mainstreaming			SC: E Annual Survey			SC: F Training in Special Needs and Methods			Overall Rating		
	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md
1	1	3	N	4	0	Y	4	0	Y	4	0	Y	4	0	Y	3	1	Y	20	4	Y
2	3	0	Y	3	0	Y	3	0	Y	3	0	Y	2	1	Y	3	0	Y	15	1	Y
3	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	3	0	Y	23	0	Y†
4	1	0	Y	1	1	Y/N*	4	0	Y	4	0	Y	2	1	Y	2	1	Y	14	3	Y
5	1	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	2	2	Y/N*	19	2	Y
6	4	0	Y	3	1	Y	4	0	Y	4	0	Y	1	0	Y	2	2	Y/N*	18	3	Y
7	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	24	0	Y†
8	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	2	2	Y/N*	22	2	Y
9	3	0	Y	4	0	Y	4	0	Y	4	0	Y	3	0	Y	3	0	Y	21	0	Y†
10	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	4	0	Y	24	0	Y†

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-5

Summary of Annual Compliance Ratings of Subcomponents of Component 5--Parent Involvement

	SC: A Coordinated Program			SC: B Parents as Resource in Classroom			SC: C Parents as Volunteers and Aides			SC: D Training in Child Development			SC: E Training in Out-of-School Support			SC: F Training to Work with Teachers			Overall Rating		
Site	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md
1	3	1	Y	4	0	Y	4	0	Y	0	4	N	2	2	Y/N*	2	2	Y/N*	15	9	Y*
2	3	0	Y	3	0	Y	1	2	N	3	0	Y	1	1	Y/N*	2	1	Y	13	4	Y
3	4	0	Y	4	0	Y	3	1	Y	3	0	Y	2	0	Y	3	0	Y	19	1	Y
4	1	2	N	3	1	Y	1	3	N	1	0	Y	2	0	Y	3	0	Y	11	6	Y*
5	4	0	Y	3	1	Y	4	0	Y	2	1	Y	3	1	Y	4	0	Y	20	3	Y
6	2	1	Y	3	0	Y	4	0	Y	1	2	N	2	1	Y	3	1	Y	15	5	Y
7	4	0	Y	3	0	Y	1	2	N	3	0	Y	4	0	Y	4	0	Y	19	2	Y
8	4	0	Y	3	1	Y	2	2	Y/N*	0	3	N	1	3	N	4	0	Y	14	9	Y*
9	0	3	N	3	0	Y	3	0	Y	3	0	Y	3	0	Y	3	0	Y	15	3	Y
10	4	0	Y	4	0	Y	4	0	Y	4	0	Y	2	2	Y/N*	4	0	Y	22	2	Y

* Indicates high variance among underlying ratings.

Table D-6

Summary of Annual Compliance Ratings of Subcomponents of Component 6--Developmental Support Services

	SC: A Coordinated Program			SC: B Initial Screening of Children			SC: C Mealtimes for Learning			SC: D Communication with Parents			SC: E Familiarization of Parents			SC: F Continuity of Record-Keeping			Overall Rating		
Site	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md	Y	N	Md
1	3	1	Y	3	1	Y	2	2	Y/N*	3	1	Y	4	0	Y	3	1	Y	18	6	Y
2	2	1	Y	3	0	Y	1	2	N	1	1	Y/N*	1	0	Y	3	0	Y	11	4	Y
3	1	3	N	4	0	Y	0	4	N	1	0	Y	3	0	Y	3	0	Y	12	7	Y*
4	1	2	N	2	1	Y	0	0	?	1	1	Y/N*	2	1	Y	4	0	Y	10	5	Y
5	4	0	Y	4	0	Y	3	1	Y	0	3	N	3	1	Y	4	0	Y	18	5	Y
6	3	0	Y	3	0	Y	2	0	Y	2	1	Y	2	0	Y	3	0	Y	15	1	Y
7	4	0	Y	4	0	Y	3	0	Y	3	0	Y	3	0	Y	3	0	Y	20	0	Y†
8	4	0	Y	4	0	Y	0	1	N	0	0	?	0	0	?	4	0	Y	12	1	Y
9	2	2	Y/N*	3	1	Y	1	1	Y/N*	0	2	N	0	0	?	3	0	Y	9	6	Y*
10	4	0	Y	4	0	Y	0	0	?	1	0	Y	1	0	Y	4	0	Y	14	0	Y†

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-7

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 1--Administration

Site	SC: A Staffing	SC: B Component Responsibility	SC: C PDC Council Responsibility	SC: D Council Representation	SC: E Council Communication with Parents	SC: F Council Communication with Staff	SC: G Training in Policy- & Decision-Making	SC: H Training in PDC Goals and Requirements	Overall Rating
	+ = - Md	+ = - Md	+ = - Md	+ = - Md	+ = - Md	+ = - Md	+ = - Md	+ = - Md	+ = - Md
1	2 1 0 +	2 2 0 +/=*	1 3 0 =	4 0 0 +	0 3 0 =	0 3 0 =	0 1 1 =/-*	2 0 0 +	11 13 1 =*
2	1 2 0 =	0 3 0 =	0 3 0 =	3 0 0 +	0 1 0 =	2 0 0 +	0 0 0 ?	2 0 0 +	8 9 0 =*
3	1 3 0 =	2 2 0 +/=*	4 4 0 +	4 0 0 +	0 0 0 ?	0 0 0 ?	0 0 0 ?	0 2 0 =	11 7 0 +*
4	4 0 0 +	1 3 0 =	4 0 0 +	2 0 0 +	2 0 0 +	0 0 0 ?	0 0 1 -	0 2 0 =	13 5 1 +
5	3 1 0 +	4 0 0 +	4 0 0 +	1 3 0 =	1 3 0 =	0 2 0 =	3 0 0 +	0 2 0 =	16 11 0 +*
6	1 3 0 =	2 2 0 +/=*	4 0 0 +	4 0 0 +	0 3 0 =	0 3 0 =	0 1 0 =	0 4 0 =	11 16 0 =*
7	4 0 0 +	4 0 0 +	4 0 0 +	4 0 0 +	0 3 0 =	0 3 0 =	0 0 0 ?	0 2 0 =	16 8 0 +
8	1 3 0 =	4 0 0 +	1 3 0 =	1 3 0 =	0 4 0 =	0 3 0 =	0 4 0 =	1 1 2 =/-*	8 21 2 =
9	3 1 0 +	2 2 0 +/=*	4 0 0 +	4 0 0 +	4 0 0 +	0 4 0 =	2 0 0 +	0 2 0 =	19 9 0 +
10	4 0 0 +	4 0 0 +	4 0 0 +	4 0 0 +	0 4 0 =	0 4 0 =	2 2 0 +	0 3 0 =	18 13 0 +*

* Indicates high variance among underlying ratings.

Table D-8

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 2--Education

	SC: A Coordinated Curriculum				SC: B Internal Assessment				SC: C Curriculum Refinement				SC: D Diagnostic System				SC: E Training in Individualization				SC: F Training in Child Development				SC: G Training in Health and Safety				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	0	2	0	=	0	3	0	=	0	3	0	=	0	1	1	=/-*	0	2	0	=	0	2	0	=	0	2	0	=	0	15	1	=
2	1	0	0	+	3	0	0	+	0	3	0	=	0	1	0	=	0	2	0	=	0	2	0	=	0	1	1	=/-*	4	9	1	=*
3	1	3	0	=	0	3	0	=	0	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	2	0	=	1	18	0	=
4	1	3	0	=	0	0	0	?	0	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	1	1	0	+/=*	2	14	0	=
5	0	3	0	=	0	0	0	?	0	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	3	0	=	0	16	0	=†
6	1	3	0	=	0	3	0	=	0	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	2	0	=	1	18	0	=
7	2	2	0	+/=*	3	0	0	+	1	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	2	0	=	6	14	0	=
8	1	3	0	=	0	4	0	=	1	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	1	1	=/-	2	18	1	=
9	0	4	0	=	0	3	0	=	0	3	0	=	0	2	0	=	0	1	1	=/-*	0	2	0	=	0	2	0	=	0	17	1	=
10	0	4	0	=	0	2	0	=	0	3	0	=	0	2	0	=	0	2	0	=	0	2	0	=	0	3	0	=	0	18	0	=†

* Indicates high variance among underlying ratings.

† Indicates no variance among underlying ratings.

Table D-9

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 3--Bilingual/Bicultural/Multicultural Education

	SC: A Coordinated Approach				SC: B Training in Needs and Methods				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	1	3	0	=	0	2	0	=	1	5	0	=
2	2	0	0	+	0	2	0	=	2	2	0	+/=*
3	0	3	0	=	0	2	0	=	0	5	0	=†
4	0	2	0	=	0	2	0	=	0	4	0	=†
5	4	0	0	+	0	3	0	=	4	3	0	+*
6	3	0	0	+	0	2	0	=	3	2	0	+*
7	1	0	0	+	0	2	0	=	1	2	0	=*
8	0	4	0	=	0	1	1	=/-*	0	5	1	=
9	0	4	0	=	0	2	0	=	0	6	0	=†
10	0	2	0	=	0	3	0	=	0	5	0	=†

* Indicates high variance among underlying ratings.

† Indicates no variance among underlying ratings.

Table D-10

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 4--Education of Handicapped Children

	SC: A Coordinated Program				SC: B Early Diagnosis				SC: C Special Materials and Structural Changes				SC: D Mainstreaming				SC: E Annual Survey				SC: F Training in Special Needs and Methods				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	1	3	0	=	0	3	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	1	20	0	=
2	0	3	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	3	0	=	0	2	0	=	0	20	0	=†
3	4	0	0	+	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	4	18	0	=
4	0	0	0	?	0	2	0	=	0	4	0	=	0	4	0	=	0	3	0	=	0	2	0	=	0	15	0	=†
5	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	0	22	0	=†
6	0	4	0	=	0	3	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	0	21	0	=†
7	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	0	22	0	=†
8	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	1	1	=/-	0	21	1	=
9	0	3	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	3	0	=	0	2	0	=	0	20	0	=†
10	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	24	0	=†

† Indicates no variance among underlying ratings.

Table D-11

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 5--Parent Involvement

Site	SC: A Coordinated Program				SC: B Parents as Resource in Classroom				SC: C Parents as Volunteers and Aides				SC: D Training in Child Development				SC: E Training in Out-of-School Support				SC: F Training to Work with Teachers				Overall Rating			
	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	3	0	0	+	0	3	0	=	1	2	0	=	0	0	0	?	0	0	0	?	1	1	0	+/=	5	6	0	=*
2	2	0	0	+	1	2	0	=	3	0	0	+	0	0	0	?	0	0	0	?	0	1	1	=/-	6	3	1	+*
3	0	0	0	?	0	3	0	=	1	1	1	=*	0	0	0	?	0	0	0	?	1	1	0	+/=	2	5	1	=*
4	0	0	0	?	0	3	0	=	0	3	0	=	0	0	0	?	0	0	0	?	0	2	0	=	0	8	0	=†
5	4	0	0	+	0	3	0	=	0	3	0	=	2	2	0	+/=*	1	3	0	=	0	2	0	=	7	13	0	=*
6	2	1	0	+	0	3	0	=	0	3	0	=	1	1	0	+/=*	1	2	0	=	1	1	0	+/=*	5	11	0	=
7	4	0	0	+	0	3	0	=	2	1	0	+	0	0	0	?	0	0	0	?	0	2	0	=	6	6	0	+/=*
8	4	0	0	+	0	2	1	=	1	2	0	=	0	3	0	=	1	3	0	=	1	2	0	=	7	12	1	=*
9	0	3	0	=	0	3	0	=	0	3	0	=	1	0	0	+	0	3	0	=	0	2	0	=	1	15	0	=
10	0	3	0	=	0	3	0	=	0	3	0	=	0	2	0	=	0	4	0	=	0	4	0	=	0	19	0	=†

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-12

Summary of Annual Compliance Difference (PDC-Comparison) Ratings of Subcomponents of Component 6--Developmental Support Services

	SC: A Coordinated Program				SC: B Initial Screening of Children				SC: C Mealtimes for Learning				SC: D Communication with Parents				SC: E Familiarization of Parents				SC: F Continuity of Record-Keeping				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	3	1	0	+	3	1	0	+	2	2	0	+/=*	0	4	0	=	4	0	0	+	0	1	0	=	12	9	0	+*
2	2	0	0	+	0	3	0	=	0	2	0	=	0	1	0	=	1	0	0	+	2	0	0	+	5	6	0	=*
3	1	3	0	=	0	4	0	=	0	4	0	=	1	0	0	+	0	3	0	=	0	0	0	?	2	14	0	=
4	1	2	0	=	0	2	0	=	0	0	0	?	1	1	0	+/=*	2	1	0	+	4	0	0	+	8	6	0	+*
5	4	0	0	+	0	4	0	=	0	0	0	?	0	3	0	=	0	0	0	?	0	4	0	=	4	11	0	=
6	3	0	0	+	4	0	0	+	0	0	0	?	0	2	0	=	1	0	0	+	0	3	0	=	8	5	0	+*
7	4	0	0	+	3	0	0	+	0	0	0	?	3	0	0	+	3	0	0	+	3	0	0	+	16	0	0	+†
8	1	3	0	=	0	4	0	=	0	0	0	?	0	0	0	?	0	4	0	=	0	4	0	=	1	15	0	=
9	2	1	0	+	3	0	0	+	1	1	0	+/=*	0	2	0	=	0	0	0	?	0	2	0	=	6	6	0	+/=*
10	0	4	0	=	0	4	0	=	0	0	0	?	0	0	0	?	0	0	0	?	0	4	0	=	0	12	0	=†

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-13

Summary of Annual Implementation Level Ratings of Subcomponents of Component 1--Administration

	SC: Staffing				SC: B Component Responsibility				SC: C PDC Council Responsibility				SC: D Council Representation				SC: E Council Communication with Parents				SC: F Council Communication with Staff				SC: G Training in Policy and Decision-Making				SC: H Training in PDC Goals and Requirements				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	0	3	1	M	0	2	2	M/L*	0	1	3	L	1	1	2	M/L*	1	3	0	M	1	3	0	M	0	0	4	L	0	0	4	L	3	13	16	M/L*
2	0	0	3	L	0	0	3	L	2	1	1	H/M*	3	0	0	H	1	1	0	H/M*	2	0	0	H	0	2	2	M/L*	0	0	2	L	8	4	11	M*
3	1	0	3	L	1	1	2	M/L*	2	2	0	H/M*	1	0	1	H/L*	1	0	2	L*	1	0	3	H	0	1	2	L	0	1	2	L	7	8	12	M*
4	0	4	0	M	0	1	3	L	0	2	1	M	0	2	0	M	0	2	0	M	0	1	0	M	0	1	1	M/L*	0	0	2	L	0	13	7	M*
5	0	3	1	M	0	4	0	M	1	3	0	M	3	1	0	H	1	3	0	M	0	4	0	M	1	3	0	M	0	1	3	L	6	22	4	M
6	0	1	3	L	0	2	2	M/L*	1	2	1	M*	0	0	4	L	0	3	0	M	2	1	0	H	0	1	2	L	0	2	2	M/L*	3	12	14	M*
7	4	0	0	H	1	3	0	M	4	0	0	H	4	0	0	H	1	3	0	M	2	2	0	H/M*	0	2	2	M/L*	1	0	2	L*	17	10	4	H*
8	1	0	3	L	2	0	2	H/L*	0	0	4	L	0	0	4	L	0	2	1	M	1	2	1	M*	0	0	4	L	1	0	3	L	5	4	22	L
9	0	2	1	M	0	2	2	M/L*	0	4	0	M	0	4	0	M	0	4	0	M	0	4	0	M	0	2	0	M	0	0	2	L	0	22	5	M
10	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	1	2	1	M*	2	2	0	H/M*	1	1	2	M/L*	0	1	3	L	20	6	6	H

* Indicates high variance among underlying ratings.

Table D-14

Summary of Annual Implementation Level Ratings of Subcomponents of Component 2--Education

	SC: A Coordinated Curriculum				SC: B Internal Assessment				SC: C Curriculum Refinement				SC: D Diagnostic System				SC: E Training in Individualization				SC: F Training in Child Development				SC: G Training in Health and Safety				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	0	0	3	L	0	3	0	M	0	1	3	L	0	2	1	M	0	2	0	M	0	0	2	L	1	2	1	M*	0	10	10	M/L*
2	2	0	2	H/L*	3	0	0	H	3	0	0	H	0	2	0	M	0	2	0	M	0	0	2	L	1	0	2	L*	9	4	6	M*
3	1	0	3	L	0	1	0	M	1	0	3	L	0	0	3	L	0	0	2	L	0	0	2	L	0	1	2	L	2	2	15	L
4	0	0	4	L	0	0	1	L	3	0	1	H	1	2	0	M	1	1	0	H/M*	0	1	1	M/L*	0	2	0	M	5	6	7	M*
5	0	3	0	M	2	1	0	H	0	4	0	M	1	3	0	M	0	2	0	M	0	0	2	L	1	2	1	M*	4	15	3	M
6	1	0	3	L	0	3	0	M	2	2	0	H/M*	0	2	1	M	0	2	0	M	0	0	2	L	0	1	3	L	3	10	9	M*
7	0	2	2	M/L*	1	1	1	M*	2	1	1	H/M*	0	3	0	M	0	2	0	M	0	0	2	L	0	2	0	M	3	11	6	M*
8	4	0	0	H	2	1	1	H/M*	1	2	1	M	0	3	0	M	0	1	1	M/L*	0	1	1	M/L*	0	0	3	L	7	8	7	M*
9	0	0	4	L	0	3	0	M	0	0	3	L	0	2	0	M	0	0	2	L	0	0	2	L	0	0	3	L	0	5	14	L
10	2	2	0	H/M*	1	2	1	M*	1	1	2	L	0	4	0	M	0	2	1	M	0	0	2	L	0	2	2	M/L*	4	13	8	M*

* Indicates high variance among underlying ratings.

Table D-15

Summary of Annual Implementation Level Ratings of Subcomponents of Component 3--Bilingual/Bicultural/Multicultural Education

	SC: A Coordinated Approach				SC: B Training in Needs and Methods				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	1	0	3	L	0	2	2	M/L*	1	2	5	L*
2	0	3	0	M	0	0	3	L	0	3	3	M/L*
3	1	0	3	L	0	1	3	L	1	1	6	L
4	0	0	2	L	0	0	3	L	0	0	5	L
5	0	0	4	L	1	1	2	M*	1	1	6	L
6	0	3	1	M	2	1	1	H/M*	2	4	2	M*
7	0	0	1	L	0	3	1	M	0	3	2	M*
8	4	0	0	H	1	0	2	L*	5	0	2	H
9	0	0	4	L	0	0	3	L	0	0	7	L†
10	0	0	2	L	0	3	1	M	0	3	3	L/M*

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-16

Summary of Annual Implementation Level Ratings of Subcomponents of Component 4--Education of Handicapped Children

	SC: A Coordinated Program				SC: B Early Diagnosis				SC: C Special Materials and Structural Changes				SC: D Mainstreaming				SC: E Annual Survey				SC: F Training in Special Needs and Methods				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	1	0	3	L	0	0	0	?	0	0	4	L	0	0	4	L	0	4	0	M	0	1	3	L	1	5	14	L
2	0	4	0	M	0	0	0	?	0	0	0	?	0	0	0	?	0	0	0	?	0	0	2	L	0	4	2	M
3	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	1	0	2	L*	21	0	2	H
4	1	0	0	H	1	0	1	H/L*	0	2	0	M	0	4	0	M	0	0	2	L	0	3	0	M	2	9	3	M*
5	1	3	0	M	0	4	0	M	0	4	0	M	4	0	0	H	4	0	0	H	1	1	2	M/L*	10	12	2	M*
6	1	3	0	M	3	0	1	H	2	0	2	H/L*	0	0	4	L	0	0	0	?	0	1	3	L	6	4	0	L*
7	3	1	0	H	0	4	0	M	0	0	4	L	0	0	4	L	4	0	0	H	1	1	1	M*	8	6	9	M*
8	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	1	1	2	M/L*	21	1	2	H
9	0	3	0	M	4	0	0	H	4	0	0	H	4	0	0	H	0	3	0	M	0	0	2	L	12	6	2	H*
10	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	4	0	0	H	0	2	2	M/L*	20	2	2	H

* Indicates high variance among underlying ratings.

Table D-17

Summary of Annual Implementation Level Ratings of Subcomponents of Component 5--Parent Involvement

	SC: A Coordinated Program				SC: B Parents as Resource in Classroom				SC: C Parents as Volunteers and Aides				SC: D Training in Child Development				SC: E Training in Out-of-School Support				SC: F Training to Work with Teachers				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	0	4	0	M	1	3	0	M	0	3	0	M	0	0	3	L	0	1	3	L	0	0	4	L	1	11	10	M*
2	1	1	0	H/M*	0	2	1	M	3	0	0	H	0	3	0	M	0	1	1	M/L*	0	0	2	L	4	7	4	M*
3	1	0	0	H	0	2	2	M/L*	0	2	2	M/L*	0	0	0	?	1	1	0	H/M*	1	0	2	L	3	5	6	M*
4	0	0	1	L	0	2	2	M/L*	0	1	3	L	0	3	0	M	0	2	0	M	0	1	1	M/L*	0	9	7	M*
5	1	3	0	M	0	3	0	M	3	0	0	H	0	2	1	M	0	3	1	M	0	3	0	M	4	14	2	M
6	0	2	1	M	1	1	0	H/M*	0	3	0	M	0	1	1	M/L*	0	2	1	M	0	0	3	L	1	9	6	M*
7	4	0	0	H	0	2	1	M	0	3	0	M	0	1	0	M	1	1	0	H/M*	1	0	2	L*	6	7	3	M*
8	4	0	0	H	0	3	1	M	3	0	0	H	0	0	3	L	0	0	4	L	1	1	2	M/L*	8	4	10	M*
9	0	0	3	L	0	3	0	M	0	3	0	M	0	1	0	M	1	0	2	L*	0	1	2	L	1	8	7	M*
10	4	0	0	H	1	3	0	M	2	1	1	H/M*	1	1	0	H/M*	0	2	2	M/L*	0	1	3	L	8	8	6	M*

* Indicates high variance among underlying ratings.

Table D-18

Summary of Annual Implementation Level Ratings of Subcomponents of Component 6--Developmental Support Services

	SC: A Coordinated Program				SC: B Initial Screening of Children				SC: C Mealtimes for Learning				SC: D Communication with Parents				SC: E Familiarization of Parents				SC: F Continuity of Record-Keeping				Overall Rating			
Site	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md	H	M	L	Md
1	1	2	1	M*	3	0	1	H	1	1	2	M/L	0	2	2	M/L*	2	1	1	H/M*	0	3	1	M	7	9	8	M*
2	1	1	1	M*	0	3	0	M	0	0	2	L	0	1	1	M/L*	0	1	0	M	0	2	0	M	1	8	4	M*
3	1	0	3	L	4	0	0	H	0	0	4	L	1	0	0	H	0	3	0	M	0	3	0	M	6	6	7	M*
4	0	1	2	L	0	2	1	M	0	0	0	?	0	1	1	M/L*	0	2	1	M	0	1	3	L	0	7	8	L*
5	4	0	0	H	0	4	0	M	0	3	1	M	0	0	4	L	0	3	1	M	4	0	0	H	8	10	6	M*
6	4	0	0	H	4	0	0	H	0	3	0	M	0	2	1	M	0	3	0	M	0	4	0	M	8	12	1	M*
7	4	0	0	H	4	0	0	H	0	0	0	?	3	0	0	H	3	0	0	H	0	3	0	M	14	3	0	H
8	3	1	0	H	4	0	0	H	0	0	1	L	0	0	0	?	0	0	0	?	4	0	0	H	11	1	1	H
9	0	2	2	M/L*	0	3	1	M	0	0	2	L	0	0	2	L	0	0	0	?	0	3	0	M	0	8	7	M*
10	4	0	0	H	4	0	0	H	0	0	0	?	0	0	1	L	0	0	1	L	4	0	0	H	12	0	2	H

* Indicates high variance among underlying ratings.

Table D-19

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 1--Administration

Site	SC: A Staffing				SC: B Component Responsibility				SC: C PDC Council Responsibility				SC: D Council Representation				SC: E Council Communication with Parents				SC: F Council Communication with Staff				SC: G Training in Policy & Decision-Making				SC: H Training in PDC Goals and Requirements				Overall Rating			
	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	4	0	0	+	2	2	0	+/=*	0	1	0	=	2	2	0	+/=*	3	0	0	+	2	0	0	+	0	1	1	=/-*	0	2	0	=	13	8	1	+*
2	3	0	0	+	0	3	0	=	0	0	0	?	3	0	0	+	1	0	0	+	2	0	0	+	0	0	0	?	0	2	0	=	9	5	0	+*
3	4	0	0	+	4	0	0	+	4	0	0	+	1	0	0	+	0	0	0	?	0	0	0	?	0	0	0	?	0	2	0	=	13	2	0	+
4	4	0	0	+	1	3	0	=	2	1	0	+	2	0	0	+	2	0	0	+	0	0	0	?	0	0	1	-	0	2	0	=	11	6	1	+*
5	4	0	0	+	4	0	0	+	4	0	0	+	4	0	0	+	1	3	0	=	0	2	0	=	3	0	0	+	0	2	0	=	20	7	0	+
6	1	3	0	=	4	0	0	+	4	0	0	+	0	4	0	=	3	0	0	+	3	0	0	+	0	1	0	=	2	2	0	+/=*	17	10	0	+*
7	4	0	0	+	4	0	0	+	4	0	0	+	4	0	0	+	3	0	0	+	3	0	0	+	0	0	0	?	0	2	0	=	22	2	0	+
8	1	3	0	=	2	2	0	+/=*	0	4	0	=	0	4	0	=	0	3	0	=	3	0	0	+	0	4	0	=	1	3	0	=	7	23	0	=
9	4	0	0	+	2	2	0	+/=*	4	0	0	+	4	0	0	+	4	0	0	+	4	0	0	+	2	0	0	+	0	2	0	=	24	4	0	+
10	4	0	0	+	4	0	0	+	4	0	0	+	4	0	0	+	1	3	0	=	2	2	0	+/=*	2	2	0	+/=*	0	3	0	=	21	10	0	+

* Indicates high variance among underlying ratings.

Table D-20

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 2--Education

	SC: A Coordinated Curriculum				SC: B Internal Assessment				SC: C Curriculum Refinement				SC: D Diagnostic System				SC: E Training in Individualization				SC: F Training in Child Development				SC: G Training in Health and Safety				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	0	2	0	=	3	0	0	+	0	2	1	=	0	1	0	=	0	1	1	=/-*	0	1	1	=/-*	0	2	0	=	3	9	3	=*
2	1	0	0	+	3	0	0	+	2	1	0	+	0	0	0	?	0	0	2	-	0	1	1	=/-*	0	2	0	=	6	4	3	=*
3	1	3	0	=	1	2	0	=	0	3	0	=	0	3	0	=	0	2	0	=	0	2	0	=	1	1	0	+/=*	3	16	0	=
4	0	4	0	=	0	0	0	?	3	0	0	+	2	0	0	+	1	1	0	+/=*	1	1	0	+/=*	2	0	0	+	9	6	0	+*
5	0	3	0	=	3	0	0	+	1	2	0	=	1	2	0	=	1	1	0	+/=*	0	2	0	=	1	2	0	=	7	12	0	=*
6	1	3	0	=	3	0	0	+	1	2	0	=	2	1	0	+	1	1	0	+/=*	0	2	0	=	1	1	0	+/=*	9	10	0	=*
7	2	2	0	+/=*	2	1	0	+	3	1	0	+	0	3	0	=	1	1	0	+/=*	0	2	0	=	2	0	0	+	10	10	0	+/=*
8	1	3	0	=	3	1	0	+	3	1	0	+	0	3	0	=	0	1	1	=/-*	1	1	0	+/=*	0	1	1	=/-*	8	11	2	=*
9	0	4	0	=	0	3	0	=	0	2	1	=	0	2	0	=	0	2	0	=	0	2	0	=	0	2	1	=	0	17	2	=
10	2	0	0	+	1	3	0	=	1	2	0	=	0	0	0	?	0	0	2	-	0	1	1	=/-*	0	3	0	=	4	9	3	=*

* Indicates high variance among underlying ratings.

Table D-21

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 3--Bilingual/Bicultural/Multicultural Education

	SC: A Coordinated Approach				SC: B Training in Needs and Methods				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	1	3	0	=	1	0	1	+/-*	2	3	1	=*
2	2	0	0	+	0	2	0	=	2	2	0	+/=*
3	0	3	0	=	0	2	0	=	0	5	0	=†
4	0	2	0	=	0	2	0	=	0	4	0	=†
5	0	4	0	=	2	1	0	+	2	5	0	=
6	3	0	0	+	1	0	1	+/-*	4	0	1	+
7	1	0	0	+	2	0	0	+	3	0	0	+†
8	1	3	0	=	0	3	0	=	1	6	0	=
9	0	4	0	=	0	2	1	=	0	6	1	=
10	0	2	0	=	2	1	0	+	2	3	0	=*

* Indicates high variance among underlying ratings.

† Indicates no variance among underlying ratings.

Table D-22

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 4--Education of Handicapped Children

	SC: A Coordinated Program				SC: B Early Diagnosis				SC: C Special Materials and Structural Changes				SC: D Mainstreaming				SC: E Annual Survey				SC: F Training in Special Needs and Methods				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	1	3	0	=	0	3	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	1	20	0	=
2	4	0	0	+	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	4	18	0	=
3	4	0	0	+	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	4	18	0	=
4	0	0	0	?	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	2	0	0	+	2	14	0	=
5	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	2	0	0	+	2	20	0	=
6	0	4	0	=	1	0	0	+	2	2	0	+/=*	0	4	0	=	0	4	0	=	0	2	0	=	3	16	0	=
7	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	1	1	0	+/=*	1	21	0	=
8	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	2	0	=	0	22	0	=†
9	0	4	0	=	0	4	0	=	3	1	0	+	0	4	0	=	0	3	0	=	0	2	0	=	3	18	0	=
10	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	0	4	0	=	1	3	0	=	1	23	0	=

* Indicates high variance among underlying ratings.
† Indicates no variance among underlying ratings.

Table D-23

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 5--Parent Involvement

	SC: A Coordinated Program				SC: B Parents as Resource in Classroom				SC: C Parents as Volunteers and Aides				SC: D Training in Child Development				SC: E Training in Out-of-School Support				SC: F Training to Work with Teachers				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	3	0	0	+	3	0	0	+	3	0	0	+	0	0	0	?	0	0	0	?	0	2	0	=	9	2	0	+
2	2	0	0	+	1	2	0	=	3	0	0	+	0	0	0	?	0	0	0	?	0	2	0	=	6	4	0	+*
3	0	0	0	?	1	1	1	=*	1	2	0	=	0	0	0	?	0	0	0	?	0	2	0	=	2	5	1	=*
4	0	0	0	?	2	1	0	+	1	3	0	=	0	0	0	?	0	0	0	?	1	1	0	+/=*	4	5	0	=*
5	4	0	0	+	0	3	0	=	3	0	0	+	2	1	0	+	3	1	0	+	2	0	0	+	14	5	0	+
6	2	1	0	+	2	1	0	+	3	0	0	+	1	1	0	+/=*	2	1	0	+	0	2	0	=	10	6	0	+*
7	4	0	0	+	1	2	0	=	3	0	0	+	0	0	0	?	0	0	0	?	0	2	0	=	8	4	0	+
8	4	0	0	+	2	2	0	+/=*	3	0	0	+	0	3	0	=	0	4	0	=	1	2	0	=	10	11	0	=*
9	0	3	0	=	3	0	0	+	3	0	0	+	1	0	0	+	1	2	0	=	0	2	0	=	8	7	0	+*
10	4	0	0	+	1	3	0	=	2	1	1	+*	0	0	0	?	1	3	0	=	1	3	0	=	9	10	1	=*

* Indicates high variance among underlying ratings.

Table D-24

Summary of Annual Implementation Level Difference (PDC-Comparison) Ratings of Subcomponents of Component 6--Developmental Support Services

	SC: A Coordinated Program				SC: B Initial Screening of Children				SC: C Mealtimes for Learning				SC: D Communication with Parents				SC: E Familiarization of Parents				SC: F Continuity of Record-Keeping				Overall Rating			
Site	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md	+	=	-	Md
1	3	1	0	+	3	1	0	+	2	2	0	+/=*	2	2	0	+/=*	3	1	0	+	1	0	0	+	14	7	0	+
2	2	0	0	+	0	3	0	=	0	2	0	=	0	0	0	?	1	0	0	+	2	0	0	+	5	5	0	+/=*
3	1	3	0	=	0	4	0	=	0	4	0	=	3	0	0	+	3	0	0	+	0	0	0	?	7	11	0	=*
4	1	2	0	=	0	2	0	=	0	0	0	?	1	1	0	+/=*	2	0	0	+	1	3	0	=	5	8	0	=*
5	4	0	0	+	4	0	0	+	0	0	0	?	0	4	0	=	0	0	0	?	0	4	0	=	8	8	0	+/=*
6	4	0	0	+	4	0	0	+	0	0	0	?	0	2	0	=	1	0	0	+	0	4	0	=	9	6	0	+*
7	4	0	0	+	3	0	0	+	0	0	0	?	3	0	0	+	3	0	0	+	3	0	0	+	16	0	0	+†
8	1	3	0	=	0	4	0	=	0	0	0	?	0	0	0	?	0	0	0	?	0	4	0	=	1	11	0	=
9	2	1	0	+	3	0	0	+	0	3	0	=	0	2	0	=	0	0	0	?	0	3	0	=	5	9	0	=*
10	0	4	0	=	4	0	0	+	0	0	0	?	0	0	0	?	0	0	0	?	2	0	0	+	6	4	0	+*

* Indicates high variance among underlying ratings.

† Indicates no variance among underlying ratings.

APPENDIX E

Data Collection Procedures

To establish a data collection routine that would result in data of the highest possible quality, the following procedures were implemented with only minor variations across the entire data collection period:

- An organizational structure for individuals involved in the data collection effort was outlined, role responsibilities were defined, and detailed training manuals were produced.
- Training models were designed that specified tester and observer performance standards and provided: sessions with large-group, small-group, and individualized instruction; daily reviews of each trainee's performance; and discussions of problems encountered or envisaged.
- Onsite monitoring of field staff by trainers and experienced observers was conducted prior to the start of the actual data collection.
- During the data collection period, testers were responsible for monitoring each other's performance on a weekly basis.
- Site coordinators collected completed tester data each week and checked it for obvious errors or omissions before sending it to the High/Scope Foundation.
- In 1979 and 1980 an observer liaison at each site collected completed observations and interviews each week and checked them for obvious errors or omissions before sending them to the High/Scope Foundation. In 1981 individual observers were responsible for checking and mailing their own data.

Each of these procedures is discussed below.

Field Organization

Job announcements for tester and observer positions were posted in all sites by local PDC staff. Applicants were then interviewed by High/Scope staff and final hiring decisions were based on their experience in working with children (for testers) or teaching experience (observers), as well as their performance conducting a mock test or interview and their perceived ability to interact effectively with school staff. The roles of all field staff (site coordinators, observer liaisons, observers, and testers) were explicitly defined in the High/Scope PDC Field Procedures Manual in order to clarify and systematize responsibilities.

Observers were responsible for conducting classroom observations and teacher interviews while the testers collected child data. The Parent Interview was administered by both testers and observers, although this procedure varied from site to site depending on the workload of each group. The annual data collection effort took approximately nine weeks at each site.

Training Procedures

Training sessions for locally hired PDC data collection field staff were held in March of each year at the High/Scope Conference Center in Clinton, Michigan. Training in the Classroom Observation System (COS) and Teacher Interview was conducted by experienced High/Scope observer-trainers, who had been involved in the development of the PDC observation system. In 1979 a seven-day training workshop was scheduled for all observers, but in 1980 and 1981 returning observers underwent a shorter training course (five days) than new observers (seven days in 1980, and eight days in 1981). In all three years training focused on the three components of the COS and included sessions on field logistics and interviewing techniques. The observers were responsible for administering the Teacher Interview to those teachers whose classes they observed. Training for testers lasted four days and occurred concurrently with observer training.

Interviewer training. The High/Scope PDC Interviewer's Manual was distributed to the observers and testers and sections pertaining to pre- and post-interviewing activities and interviewing techniques were read and discussed. Because most of the observers had been teachers themselves, discussion of methods of establishing rapport and the importance of accommodating to teachers' schedules went very quickly. Observer-interviewers were trained in using the Teacher Interview Ratings in 1979 and 1980 by listening to audiotape recordings of staged interviews and completing the ratings based on what was heard. In 1981 pairs of returning observers role-played various scenarios, demonstrating techniques of coping with various types of teachers and handling problematic responses they had encountered conducting the Teacher Interview. Each rating was then discussed so that a thorough understanding of each dimension was achieved. In those sites where the observers were also going to conduct parent interviews, training for the observers was provided by the site's testers.

Parent Interview training. Training in the administration of the Parent Interview involved a careful review of sections of the PDC Interviewer's Manual that dealt with pre-, actual and post-interviewing activities. Small-group training then focused on the Parent Interview. Necessary explanations of individual interview items which are in the manual were thoroughly reviewed with the interviewers. Interviewers then spent time administering the interview to each other. Since many of the new interviewers had little previous contact with low-income parents, experienced High/Scope interviewers discussed with the entire group the problems or situations they might encounter in locating and contacting the parents, in going into their homes, and in collecting the information. Field staff then had a chance to ask questions and voice any concerns they had. This process was designed to prevent problems in the collection of Parent Interview information.

Observer training. Training in the three components of the observation system relied on a variety of activities and group discussions to bring the observers to criterion levels of performance. Training in the Classroom Activities Record (CAR) and Focused Observations began with large-group discussion of the forms and coding categories, illustrated by scenarios created by the High/Scope trainers and/or videotaped sequences in local classrooms. Since it was impossible for a large group of observers to practice in actual classrooms, the basic training tool was videotaped classroom activities. Since it was impossible for a large group of observers to practice in actual classrooms, the basic training tool was videotaped classroom activities. Teachers from several local school districts were videotaped during one complete class day, so that a variety of teaching techniques, classroom management styles and content areas could be identified to illustrate dimensions of the observation instruments. After becoming familiar with basic category definitions, observers practiced by coding videotapes of actual classroom activities. Again, individual judgments were discussed in large-group sessions. In 1979 skill levels were checked at the end of the training using a criterion videotape that all trainees observed and coded. In 1980 observers went into a nearby elementary school and coded a full day in one classroom--half the day using the CAR and half the day the FO--and ratings were compared with the trainers' ratings. In 1981 observers spent two full days in two different classrooms in three groups of five or six. Three experienced observers (each had observed both of the preceding years) acted as criteria.

Training in the Classroom Environment Observation (CEO) was accomplished in small groups using color slides of Classrooms. Separate carousels were set up in various locations around the training facility, with each carousel containing a set of slides from a single classroom. Observers worked in teams of three to observe each set of slides and complete the CEO form as a group. Criterion performances were then checked by having all trainees observe and rate slides of a single classroom and then compare their judgments with those of the trainers.

Monitoring

Onsite monitoring of observers at all sites in 1979 was the responsibility of the High/Scope monitors who conducted or participated in the observer training. In 1980 and 1981 monitoring was performed by selected experienced observers. The monitoring occurred during the week following training. Each observer was required to tape-record an interview with a teacher and to complete the global ratings of that interview. These tapes were evaluated by the High/Scope monitor and discussed with the observer during the monitoring visit. Monitoring of the various components of the Classroom Observation System was accomplished by having all of the observers at a particular site use all components of the observation system during one day in a classroom with the High/Scope monitor. Ratings of these observations were then completed separately by the observers and monitor. Following these observations and ratings the observers and the monitor met as a group to discuss their judgments. Corrective training was provided as necessary.

Tester training. During the tester training session, each test was presented and practiced in small groups. Practice sessions involved the use of test "scripts" which consisted of test instructions, child responses, and rationales for scoring. In using the scripts, two testers would pair up and one (the "child") would perform as indicated on the script while the other tester administered the test without the script. This provided an excellent learning situation because the child responses included on the script covered all the administration rules and gave the testers a chance to work with and correct each other. Also, since the majority of testers by 1980 were experienced PDC testers they were able to help the new testers with test administration procedures and give advice on their "tried and proven" techniques for establishing rapport and interacting with children and teachers.

In order to insure that testers administered the tests in a standard manner, each tester was systematically "checked-out" on all of the child measures before the end of the training session. During this procedure a High/Scope trainer played the role of the child (also recording the "child's" responses) while a tester administered one or more of the child measures to her. The High/Scope trainer (acting as the child) responded in standard ways to each item on each test in order to insure that: (1) each tester was exposed to the same situations, and (2) the trainer could assess the tester's handling of critical child responses. For example, on the PIPS interview, there are specific things for a tester to say if a child gives an unrelated answer, repeated answer, refuses to answer, and so on. By exhibiting all these behaviors in the check-out situation, trainers were able to assess the tester's understanding and expertise in administering each of the child measures.

Standards were set for acceptable performance during the tester check-outs, and if these standards were not met, additional training and practice was prescribed. Check-outs were then repeated at a later time during the training session to insure correct test administration.

Onsite tester monitoring. Onsite monitoring occurred the week following the training session in all sites where new testers had been hired. During the monitoring session each of the testers administered the PDC measures to a child while a High/Scope trainer observed the interaction. After the session, the High/Scope trainer provided feedback (if necessary) to the tester on ways to improve her interactions with children. This monitoring procedure served two purposes: (1) it gave the trainer an indication of how well the new tester was able to establish rapport and interact with children; and (2) it helped alleviate some of the anxieties the inexperienced testers felt about administering the measures to children.

Weekly tester monitoring. During the course of each testing week, testers at each site alternately monitored each other. One tester acted as monitor and simultaneously completed the test booklets and the individual monitoring forms for each test. After the session, the "monitor" and tester discussed any errors and the monitoring booklets and forms were sent to the supervisor of field operations at the High/Scope Foundation to be reviewed.

Weekly Pre-Transmittal Data Checks

In 1979 and 1980, observers were required to give or send their completed data to the designated observer liaison at the site at the end of each week. These field staff checked the observation booklets and interview forms for recording/scoring errors, kept track of all completed data (in addition to the individual records each observer kept), and were responsible for mailing the completed data to the High/Scope Foundation on a weekly basis. In 1981 individual observers were responsible for checking and mailing their own coded booklets to High/Scope, since there were only one or two observers at all sites.

Testers were required to give or send their completed data to their respective site coordinators at the end of each week. Coordinators then checked the tests for recording/scoring errors. (Site coordinators and testers reviewed a checklist specifying what to look for when reviewing each completed booklet, e.g., "Is the identification complete?" "Did the interviewer skip an item?") Errors were pointed out to the particular tester and, if necessary, further training was provided by the site coordinator. The site coordinators also kept track of all completed data (in addition to the individual records each tester and observer kept) and were responsible for mailing the completed data to the High/Scope Foundation on a weekly basis.

Once the raw data protocols had been screened for accuracy, they were transmitted to High/Scope's data processing section to be tagged with unique identification numbers for each student, scored and verified, then keypunched and verified.

Data Collection Sequence

Once the sample children for the evaluation had been located in the district schools, the field staff divided the classes among themselves. In making these divisions two factors were taken into account: (1) the order in which the classes were to be completed was to be such that testers would be collecting data in the PDC schools while observers were collecting data in the Comparison schools, and vice versa, and (2) all field staff would test or observe in both PDC and Comparison classes, thus reducing the possibility of tester or observer bias for either group.

In 1979, the teacher interviews were scheduled at the teacher's convenience during the two days of classroom observation (one day for the CAR and the following day for the Focused Observations). Interviews often took place during the teacher's lunch periods, if she wished, or after school. In subsequent years, substitute teachers were provided, when requested, to release teachers for interviews after all observations had been completed. The Classroom Environment Observation was completed when the children were out of the room, for example, during recess.

APPENDIX F

PARENT/HOME ENVIRONMENT OUTCOME MEASURES

Contents

Page

I. Parent Interview Questions Providing Outcome Data. 73

II. Frequency of Involvement: Construction Rules, Descriptive Statistics, and Correlational Data 79

III. Breadth of Involvement: Descriptive Statistics and Correlational Data 83

IV. Program-Induced Knowledge/Skills: Descriptive Statistics and Correlational Data 85

V. Stimulation of Reading: Descriptive Statistics and Correlational Data 87

VI. Support for Learning: Descriptive Statistics and Correlational Data 90

VII. Communication about School: Descriptive Statistics and Correlational Data 94

I. PARENT INTERVIEW QUESTIONS PROVIDING OUTCOME DATA

Part I. Involvement in School Activities

THE FIRST QUESTIONS I HAVE ARE ABOUT THE SCHOOL THAT ______ GOES TO.

3. HAVE YOU BEEN TO ______'S SCHOOL THIS YEAR FOR ANY REASON? (If respondent needs more information say, SUCH AS TO WORK, TO VISIT CLASS, TO TALK WITH ______'S TEACHER, OR TO ATTEND A MEETING.)

____No ----→ Skip to Question 9.

____Yes --↓

4. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU VISITED THE SCHOOL TO OBSERVE ______'S CLASS?

____No ----→ Skip to Question 5.

____Yes --↓

4a. ABOUT HOW MANY TIMES DID YOU GO?

Number of times: ______

4b. WHY DID YOU GO THE LAST TIME YOU WENT? DID THE TEACHER ASK YOU TO COME, OR DID YOU DECIDE ON YOUR OWN? (Do not read responses.)

____Teacher or school staff asked

____Parent decided on own

5. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU GONE TO SCHOOL TO ATTEND ANY MEETINGS, WORKSHOPS, OR SOCIAL ACTIVITIES?

____No ----→ Skip to Question 6.

____Yes --↓

5a. DID YOU GO:

____TO ATTEND A PTA, PTO, OR PAC MEETING?

____TO ATTEND A PARENT WORKSHOP OR TRAINING COURSE?

____TO ATTEND A MEETING OF A COUNCIL, COMMITTEE, OR TASK FORCE?

____TO ATTEND A LUNCHEON, PLAY, CARNIVAL, CLASSROOM PARTY, OR OTHER SOCIAL ACTIVITY?

____FOR SOME OTHER REASON (specify): ____
____

5b. HOW OFTEN DO YOU ATTEND THESE MEETINGS OR ACTIVITIES? WOULD YOU SAY:

_____EVERY WEEK?

_____A COUPLE OF TIMES A MONTH?

_____ONCE A MONTH OR SO?

_____ONCE EVERY FEW MONTHS?

_____ONCE OR TWICE THIS YEAR?

6. SINCE THE BEGINNING OF THE SCHOOL YEAR, HAVE YOU BEEN TO SCHOOL TO MEET WITH _______________'S TEACHER?

_____No ----→ Skip to Question 7.

_____Yes --↓

6a. DID YOU DISCUSS:

_____WHAT _______IS LEARNING IN SCHOOL?

_____ _______'S BEHAVIOR IN SCHOOL?

_____BOOKS OR LEARNING MATERIALS _______'S USING?

_____THE WAY THE TEACHER RUNS HER CLASSROOM?

_____YOUR IDEAS ABOUT THE KIND OF PROGRAM _______SHOULD HAVE IN SCHOOL?

_____ANY PROBLEMS _______ IS HAVING IN SCHOOL?

_____CLASSROOM DISCIPLINE?

_____GENERAL SCHOOL ACTIVITIES?

_____WORKING IN THE CLASSROOM?

_____OTHER: ___________________________________

7. SINCE THE BEGINNING OF THE SCHOOL YEAR HAVE YOU GONE TO MEET WITH ANYONE AT SCHOOL BESIDES _______________'S TEACHER?

_____No ----→ Skip to Question 8.

_____Yes -↓

7a. WHO DID YOU GO TO MEET WITH? (Do not read responses.)

_____School principal

_____Nurse, doctor, dentist

_____Social worker or school counselor

_____Another teacher that is helping the child

_____Parent coordinator

_____PDC staff

_____Someone else (specify): _________________

8. DO YOU WORK IN _______'S SCHOOL, EITHER AS A VOLUNTEER OR FOR PAY?

_____No ---→ 8a. HAVE YOU EVER WORKED IN ______'S SCHOOL, EITHER AS A VOLUNTEER OR FOR PAY?

_____Yes -----

_____No]
_____Yes] ------→ Skip to Question 9.

8b. DO YOU WORK AS A VOLUNTEER, PAID WORKER, OR BOTH?

_____ Volunteer
_____ Paid Worker
_____ Both

8c. WHAT KIND OF WORK DO YOU DO IN SCHOOL? DO YOU: (Interviewer: Read responses and check all that apply.)

_____ HELP A TEACHER BY WORKING WITH CHILDREN?
_____ HELP BY MAKING MATERIALS?
_____ HELP A TEACHER BY CLEANING UP?
_____ WORK IN THE PLAYGROUND OR CAFETERIA?
_____ WORK IN ONE OF THE OFFICES OR IN A CLINIC?
_____ WORK IN THE LIBRARY?
_____ HELP OUT ON FIELD TRIPS?
_____ PROVIDE CHILD CARE?
_____ OTHER SCHOOL ACTIVITIES? ____________
_____ WORK ON COMMITTEES?

----→ If checked, ask:

8d. WHAT KIND OF COMMITTEE IS IT? (Do not read responses, check as many as apply.)

_____ Budget committee
_____ Social committee
_____ Curriculum committee or task force
_____ Committee to plan training

8d. HOW OFTEN DO YOU WORK AT SCHOOL? WOULD YOU SAY:

_____EVERYDAY

_____A FEW TIMES A WEEK?

_____ONCE A WEEK?

_____2 or 3 TIMES A MONTH? OR

_____ONCE A MONTH, OR LESS

10. NOW I AM GOING TO READ A LIST OF WAYS THAT SCHOOL IS SOMETIMES HELPFUL TO PARENTS. FOR EACH ITEM ON THE LIST I WANT YOU TO TELL ME IF _______'S SCHOOL HAS HELPED YOU THIS YEAR. HAS THE SCHOOL:

	Yes, the School Was Helpful	No, the School Was Not Helpful (or there was no attempt to help)	No, I Didn't Need Help
a. HELPED YOU TO LEARN HOW TO HELP _____WITH HIS/HER SCHOOL WORK?			
b. HELPED YOU TO KNOW MORE ABOUT WHAT _____IS LEARNING IN SCHOOL			

Part 2. Parent and Child Home Activities

NOW I WANT TO ASK YOU SEVERAL QUESTIONS ABOUT THINGS YOU DO AT HOME WITH _____.

12. DO YOU HAVE BOOKS OR MAGAZINES OTHER THAN THOSE _____ BRINGS HOME FROM SCHOOL AVAILABLE TO _____?

_____No

_____Yes

13. IN THE PAST MONTH, ABOUT HOW OFTEN HAS SOMEONE READ WITH _____ AT HOME? WOULD YOU SAY:

_____EVERY DAY IN THE PAST MONTH

_____A FEW TIMES A WEEK?

_____ABOUT ONCE A WEEK?

_____2 OR 3 TIMES DURING THE PAST MONTH? OR

_____LESS OFTEN THAN THAT?

14. DOES _______ USUALLY ASK SOMEONE TO READ WITH HIM/HER, OR DOES SOMEONE USUALLY OFFER? (Do not read responses.)

_____Child asks

_____Someone offers

_____Both

_____Neither

18. NOW I AM GOING TO READ A LIST OF THINGS PARENTS SOMETIMES DO WITH THEIR CHILDREN. I WOULD LIKE YOU TO TELL ME WHICH OF THESE THINGS YOU HAVE DONE WITH _______ IN THE PAST WEEK AND HOW OFTEN YOU'VE DONE THEM; FOR EXAMPLE, ALMOST EVERYDAY, ONCE OR TWICE, NOT IN THE PAST WEEK, BUT IN THE PAST MONTH, OR LESS OFTEN THAN THAT.

IN THE PAST WEEK HAVE YOU:

	(If yes) WAS IT:		(If no) WAS IT:	
	ALMOST EVERY DAY?	ONCE OR TWICE?	IN THE PAST MONTH?	MORE THAN A MONTH AGO?
d. PLAYED COUNTING GAMES OR WORD GAMES WITH _____?				
e. TALKED WITH _____ ABOUT WHAT GOES ON IN SCHOOL?				
f. TALKED WITH _____ ABOUT HIS/HER FEELINGS TOWARD SCHOOL?				
g. HELPED _____ WITH HIS/HER HOMEWORK?				
h. WORKED ON SCHOOL-TYPE ACTIVITIES WITH _____ SUCH AS SPELLING OR READING?				

II. FREQUENCY OF INVOLVEMENT: CONSTRUCTION RULES, DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Construction Rules

Frequency of parental interaction with school was estimated using information from items 3 through 5 and 8. Items 4, 5, and 8 were transformed into three point scales classifying frequency as "never," "low," or "high"; item 3 was left as a two point scale:

Item 3: Visited school in past year? (yes/no)
Never visited = 1
Visited = 2

Item 4: Observed class in past year? (0-99)
Never observed = 1
Observed 1-3 times = 2 (low)
Observed 4 or more times = 3 (high)

Item 5: Attended meeting or social activity? (0-5)
Never attended = 1
Attended every few months or less = 2 (low)
Attended monthly or more often = 3 (high)

Item 8: Worked in school during past year? (0-5)
Never worked = 1
Worked monthly or less = 2 (low)
Worked 2-3 times per month or more = 3 (high)

Though three instances of observation in class (Item 4) during the past year did not seem particularly "low," the sample distribution suggested otherwise; thus empiricism prevailed. The decision to exclude items 6 and 7--meeting with class teacher and with other school staff--was made on two grounds. First, parents were not asked how frequently such meetings occurred, only whether they occurred. Second, meeting with school staff was, for this sample, virtually redundant with visiting school; 93% of those who had visited school during the past year had met with school staff. In constrast, only 73% of those visiting school had attended meetings or other activities; only 48% had observed in their child's class; and only 16% had worked in school on either a paid or volunteer basis.

An index of frequency (1-8) of parental interaction with school was constructed according to the specifications in Table F-1. The distribution of parents' responses across levels of the scale score is indicated there.

Table F-1

Construction of Frequency of Parent Involvement Scale Score and Sample Distribution for 1979-1981

Item 3: Ever visit school? 1=no 2=yes	Item 4: *f* observe in class 1=never 2=low 3=high	Item 5: *f* attend activities 1=never 2=low 3=high	Item 8: *f* work in school 1=never 2=low 3=high	Frequency Scale Score	Sample Distributions		
					Spring 1979 N=414	Spring 1980 N=357	Spring 1981 N=319
1	1	1	1	1	10%	13%	19%
2	1	1	1	2	13%	17%	12%
2	2	1	1	3	28%	20%	26%
2	1	2	1				
2	1	1	2				
2	2	2	1	4	19%	17%	21%
2	2	1	2				
2	1	2	2				
2	3	1	1				
2	1	3	1				
2	1	1	3				
2	2	2	2	5	12%	16%	11%
2	3	2	1				
2	1	3	2				
2	2	3	1				
2	1	2	3				
2	3	1	2				
2	2	1	3				
2	3	2	2	6	9%	9%	6%
2	2	3	2				
2	2	2	3				
2	3	3	1				
2	3	1	3				
2	1	3	3				
2	3	3	2	7	5%	3%	3%
2	3	2	3				
2	2	3	3				
2	3	3	3	8	4%	5%	2%

B. Descriptive Statistics

1979	N: 260	Mean: 3.91	Standard Deviation: 1.80

```
MIDPOINT   HIST%

 1.0000      7.7    20 +XXXXXXXXXX
 2.0000     13.8    36 +XXXXXXXXXXXXXXXXXX
 3.0000     25.8    67 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     19.2    50 +XXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     12.7    33 +XXXXXXXXXXXXXXXXX
 6.0000     11.9    31 +XXXXXXXXXXXXXXXX
 7.0000      4.2    11 +XXXXXX
 8.0000      4.6    12 +XXXXXX
```

1980	N: 272	Mean: 3.67	Standard Deviation: 1.96

```
MIDPOINT   HIST%

 1.0000     15.8    43 +XXXXXXXXXXXXXXXXXXXXXX
 2.0000     16.5    45 +XXXXXXXXXXXXXXXXXXXXXXX
 3.0000     17.6    48 +XXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     16.5    45 +XXXXXXXXXXXXXXXXXXXXXXX
 5.0000     16.5    45 +XXXXXXXXXXXXXXXXXXXXXXX
 6.0000      8.1    22 +XXXXXXXXXXX
 7.0000      2.9     8 +XXXX
 8.0000      5.9    16 +XXXXXXXX
```

1981	N: 272	Mean: 3.43	Standard Deviation: 1.75

```
MIDPOINT   HIST%

 1.0000     18.0    49 +XXXXXXXXXXXXXXXXXXXXXXXXX
 2.0000     11.0    30 +XXXXXXXXXXXXXXX
 3.0000     25.0    68 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     21.7    59 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     12.5    34 +XXXXXXXXXXXXXXXXX
 6.0000      6.3    17 +XXXXXXXXX
 7.0000      2.9     8 +XXXX
 8.0000      2.6     7 +XXXX
```

C. Correlational Data

Inter-Item Correlations and Item-Composite Correlations, by Year

Note: Four items were included in the "Frequency of Involvement" composite score. The first of these has correlations of 0.0 with the other three (since the other questions were not asked if the answer to the first was "never visited"), so the first item has been left out of these tables.

1979	Item 4.	1.00		
	Item 5.	.24	1.00	
	Item 8.	.37	.30	1.00
	Composite	.77	.68	.73
		Item 4	Item 5	Item 8

1980	Item 4.	1.00		
	Item 5.	.26	1.00	
	Item 8.	.23	.35	1.00
	Composite	.74	.69	.66
		Item 4	Item 5	Item 8

1981	Item 4.	1.00		
	Item 5.	.13	1.00	
	Item 8.	.23	.23	1.00
	Composite	.71	.65	.67
		Item 4	Item 5	Item 8

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	234	245	229
r:	.48	.49	.33
p:	.0000	.0000	.0000

III. BREADTH OF INVOLVEMENT: DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Descriptive Statistics

1979	N: 260	Mean: 5.74	Standard Deviation: 2.87

```
MIDPOINT   HIST%

 1.0000     10.0      26 +XXXXXXXXX
 3.0000      8.1      21 +XXXXXXX
 5.0000     29.6      77 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000     31.5      82 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 9.0000     12.3      32 +XXXXXXXXXXX
 11.000      4.2      11 +XXXX
 13.000      3.1       8 +XXX
 15.000       .4       1 +X
 17.000       .8       2 +X
```

1980	N: 272	Mean: 5.40	Standard Deviation: 2.86

```
MIDPOINT   HIST%

 1.0000     15.8      43 +XXXXXXXXXXXXXXX
 3.0000      5.5      15 +XXXXX
 5.0000     31.6      86 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000     28.7      78 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 9.0000      9.9      27 +XXXXXXXXX
 11.000      4.8      13 +XXXXX
 13.000      2.9       8 +XXX
 15.000       .7       2 +X
```

1981	N: 272	Mean: 5.23	Standard Deviation: 3.05

```
MIDPOINT   HIST%

 1.0000     18.0      49 +XXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000      8.1      22 +XXXXXXXXXXX
 5.0000     27.6      75 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000     26.6      73 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 9.0000     11.8      32 +XXXXXXXXXXXXXXXX
 11.000      2.9       8 +XXXX
 13.000      2.9       8 +XXXX
 15.000      1.8       5 +XXX
```

B. Correlational Data

Inter-item correlations are not presented here, since transformations of the original questions were quite extensive and item intercorrelations would not be meaningful.

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	234	245	229
r:	.53	.57	.56
p:	.0000	.0000	.0000

IV. PROGRAM-INDUCED KNOWLEDGE/SKILLS: DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Descriptive Statistics

1979	N: 260	Mean: 2.76	Standard Deviation: .52

```
MIDPOINT    HIST%

 1.0000      4.2    11 +XX
 2.0000     15.4    40 +XXXXXXX
 3.0000     80.4   209 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

1980	N: 272	Mean: 2.65	Standard Deviation: .60

```
MIDPOINT    HIST%

 1.0000      6.6    18 +XXXX
 2.0000     21.3    58 +XXXXXXXXXXXX
 3.0000     72.1   196 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

1981	N: 272	Mean: 2.71	Standard Deviation: .56

```
MIDPOINT    HIST%

 1.0000      5.5    15 +XXX
 2.0000     18.0    49 +XXXXXXXXX
 3.0000     76.5   208 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

B. Correlational Data

Inter-Item Correlations and Item-Composite Correlations, by Year

1979	Help--school work	1.00	
	Help--child's learning	.34	1.00
	Composite	.90	.72
		School work	Child's learning

1980	Help--school work	1.00	
	Help--child's learning	.28	1.00
	Composite	.87	.72
		School work	Child's learning

1981	Help--school work	1.00	
	Help--child's learning	.33	1.00
	Composite	.87	.74
		School work	Child's learning

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	234	245	229
r:	.29	.18	.21
p:	.0000	.006	.0002

V. STIMULATION OF READING: DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Descriptive Statistics

Item Distributions, by Year

		12. Books/magazines available		13.(1979), 14.(1980-1981) Frequency someone has read to child in past month					14.(1979), 15.(1980-1981) Reading initiative:		
		No	Yes	1 (less than 2-3 times)	2	3	4	5 (every day)	Neither	Someone offers or child asks	Both
1979	N:	14	248	10	24	46	115	53	-	146	101
	%	5%	95%	4%	10%	19%	46%	21%	-	59%	41%
1980	N:	11	262	25	47	43	115	43	21	159	89
	%:	4%	96%	9%	17%	16%	42%	16%	8%	59%	33%
1981	N:	8	264	48	57	48	78	41	50	123	98
	%:	3%	97%	18%	21%	18%	28%	15%	19%	45%	36%

Composite Means, Standard Deviations and Distributions, by Year

1979	N: 260	Mean: -.12	Standard Deviation: 1.07

```
MIDPOINT    HIST%

-4.5000       0.       0 +
-4.0000       5.4     14 +XXXXX
-3.5000       0.       0 +
-3.0000       0.       0 +
-2.5000       0.       0 +
-2.0000       0.       0 +
-1.5000       0.       0 +
-1.0000       3.5      9 +XXX
-.50000      20.8     54 +XXXXXXXXXXXXXXXXXX
 0.          33.1     86 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 .50000      25.0     65 +XXXXXXXXXXXXXXXXXXXXXX
 1.0000      12.3     32 +XXXXXXXXXXX
```

1980	N: 273	Mean: 0.00	Standard Deviation: .72

```
MIDPOINT    HIST%

-4.0000       0.       0 +
-3.5000        .4      1 +X
-3.0000        .7      2 +X
-2.5000       1.5      4 +XX
-2.0000       1.1      3 +X
-1.5000       2.9      8 +XXX
-1.0000       2.6      7 +XXX
-.50000      16.5     45 +XXXXXXXXXXXXXXX
 0.          37.0    101 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 .50000      31.5     86 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 1.0000       5.9     16 +XXXXXX
```

1981	N: 272	Mean: 0.00	Standard Deviation: .72

```
MIDPOINT    HIST%

-3.5000       0.       0 +
-3.0000       1.8      5 +XX
-2.5000       0.       0 +
-2.0000       0.       0 +
-1.5000       1.1      3 +X
-1.0000      11.8     32 +XXXXXXXXXXX
-.50000      18.0     49 +XXXXXXXXXXXXXXXXX
 0.          33.1     90 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 .50000      25.4     69 +XXXXXXXXXXXXXXXXXXXXXXX
 1.0000       8.8     24 +XXXXXXXX
```

B. Correlational Data

Inter-Item Correlations and Item-Composite Correlations, by Year

		1. Books/magazines	2. Frequency	3. Initiative
1979	1. Books/magazines available	1.00		
	2. Frequency read to child	0.00	1.00	
	3. Reading initiative	0.00	.31*	1.00
	Composite	.87*	.80*	.82*

		1. Books/magazines	2. Frequency	3. Initiative
1980	1. Books/magazines available	1.00		
	2. Frequency read to child	.27*	1.00	
	3. Reading initiative	.08	.31*	1.00
	Composite	.69*	.75*	.67*

		1. Books/magazines	2. Frequency	3. Initiative
1981	1. Books/magazines available	1.00		
	2. Frequency read to child	.18*	1.00	
	3. Reading initiative	.13*	.52*	1.00
	Composite	.60*	.79*	.77*

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	235	246	230
r:	.35	.46	.24
p:	.0000	.0000	.0003

*p < .05

VI. SUPPORT FOR LEARNING: DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Descriptive Statistics

Item Distributions, by Year

		18a./18d. Frequency of word/counting games				18h. Frequency of work on school-type activities				18g. Frequency of help with homework				18h./18g. Composite			
		1 more than 1 month ago	2	3	4 almost every day	1 more than 1 month ago	2	3	4 almost every day	1 more than 1 month ago	2	3	4 almost every day	1	2	3	4
1979	n:	52	50	110	32	29	22	109	87	22	20	82	62	26	14	120	96
	%:	21%	21%	45%	13%	12%	9%	44%	35%	12%	11%	44%	33%	10%	6%	47%	37%
1980	n:	77	84	81	23	43	53	113	58	58	53	76	50	31	50	118	70
	%:	29%	31%	31%	9%	16%	20%	42%	22%	25%	22%	32%	21%	12%	19%	43%	26%
1981	n:	88	87	77	16	43	75	104	42	29	77	95	41	36	70	110	56
	%:	33%	32%	29%	6%	16%	28%	40%	16%	12%	32%	39%	17%	13%	26%	40%	21%

Composite Means, Standard Deviations and Distributions, by Year

1979	N: 260	Mean: 3.54	Standard Deviation: 1.63

```
MIDPOINT   HIST%

 1.0000      7.7    20 +XXXXXXXXXX
 2.0000     22.3    58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000     25.8    67 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     15.4    40 +XXXXXXXXXXXXXXXXXXXX
 5.0000     18.8    49 +XXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000      1.5     4 +XX
 7.0000      8.5    22 +XXXXXXXXXXX
```

1980	N: 272	Mean: 4.04	Standard Deviation: 1.54

```
MIDPOINT   HIST%

 1.0000      4.8    13 +XXXXXXX
 2.0000     11.4    31 +XXXXXXXXXXXXXXXX
 3.0000     20.6    56 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     26.5    72 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     20.6    56 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000      7.7    21 +XXXXXXXXXXX
 7.0000      8.5    23 +XXXXXXXXXXXX
```

1981	N: 272	Mean: 4.26	Standard Deviation: 1.55

```
MIDPOINT   HIST%

 1.0000      3.7    10 +XXXXX
 2.0000      9.6    26 +XXXXXXXXXXXXX
 3.0000     19.5    53 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000     22.4    61 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     23.5    64 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000     11.8    32 +XXXXXXXXXXXXXXXX
 7.0000      9.6    26 +XXXXXXXXXXXXX
```

B. Correlational Data

Inter-Item Correlations and Item-Composite Correlations, by Year

		1. Games	2. Activities	3. Homework	2.&3.
1979	1. Counting/ word games	1.00			
	2. School-type activities	.28*	1.00		
	3. Help with homework	.36*	.74*	1.00	
	2. and 3.	.35*	.88*	.92*	1.00
	Composite	.73*	.85*	.86*	.87*

		1. Games	2. Activities	3. Homework	2.&3.
1980	1. Counting/ word games	1.00			
	2. School-type activities	.28*	1.00		
	3. Help with homework	.35*	.59*	1.00	
	2. and 3.	.32*	.74*	.89*	1.00
	Composite	.70*	.82*	.83*	.84*

		1. Games	2. Activities	3. Homework	2.&3.
1981	1. Counting/ word games	1.00			
	2. School-type activities	.42*	1.00		
	3. Help with homework	.38*	.74*	1.00	
	2. and 3.	.38*	.89*	.90*	1.00
	Composite	.74*	.87*	.87*	.87*

*p < .05

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	234	245	229
r:	.38	.35	.27
p:	.0000	.0000	.0000

VII. COMMUNICATION ABOUT SCHOOL: DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA

A. Descriptive Statistics

Item Distributions, by Year

		18e. Talk with child about what goes on at school				18f. Talk with child about feelings toward school			
		1 More than 1 month ago	2	3	4 Almost every day	1 More than 1 month ago	2	3	4 Almost every day
1979	n:	3	13	60	180	11	27	93	123
	%:	1%	5%	23%	71%	4%	11%	37%	48%
1980	n:	5	10	61	193	16	40	85	130
	%:	2%	4%	23%	71%	6%	15%	31%	48%
1981	n:	8	12	71	182	19	50	83	118
	%:	3%	4%	26%	67%	7%	19%	31%	43%

Composite Means, Standard Deviations and Distributions, by Year

1979	N: 257	Mean: 3.47	Standard Deviation: .62

```
MIDPOINT   HIST%

 1.0000       .4     1 +X
 2.0000      5.1    13 +XXX
 3.0000     27.6    71 +XXXXXXXXXXXXXXX
 4.0000     66.9   172 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

1980	N: 271	Mean: 3.43	Standard Deviation: .67

```
MIDPOINT   HIST%

 1.0000       .7     2 +X
 2.0000      6.6    18 +XXXX
 3.0000     29.5    80 +XXXXXXXXXXXXXXXX
 4.0000     63.1   171 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

1981	N: 273	Mean: 3.34	Standard Deviation: .72

```
MIDPOINT   HIST%

 1.0000      1.5     4 +X
 2.0000      7.7    21 +XXXXXX
 3.0000     33.0    90 +XXXXXXXXXXXXXXXXXXXXXXX
 4.0000     57.9   158 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

B. Correlational Data

Inter-Item Correlations and Item-Composite Correlations, by Year

		1. Events	2. Feelings
1979	1. Talk: events at school	1.00	
	2. Talk: feelings toward school	.42*	1.00
	Composite	.71*	.80*

		1. Events	2. Feelings
1980	1. Talk: events at school	1.00	
	2. Talk: feelings toward school	.47*	1.00
	Composite	.75*	.82*

		1. Events	2. Feelings
1981	1. Talk: events at school	1.00	
	2. Talk: feelings toward school	.49*	1.00
	Composite	.77*	.78*

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	231	245	227
r:	.32	.35	.30
p:	.0000	.0000	.0000

*p < .05

APPENDIX G

TEACHER/CLASSROOM OUTCOME MEASURES

Contents

Page

I. Teacher Interview Questions Providing Data For Outcome Measures 99

II. COS Reliability Study: Design and Results 103

III. COS Rating Scales Analyzed in the Longitudinal Evaluation 108

IV. CAR Observation System: Coding Forms, Category Definitions, and Procedures for Constructing Variables 111

V. Descriptive Statistics and Correlational Data for All Teacher/Classroom Outcome Variables 121

I. TEACHER INTERVIEW QUESTIONS PROVIDING DATA FOR OUTCOME MEASURES

Part 2. Frequency of Involvement in Various School and Classroom Activities

NEXT I WOULD LIKE TO FIND OUT HOW OFTEN YOU DO VARIOUS THINGS IN THE SCHOOL.

9. I AM GOING TO READ YOU A LIST OF THINGS YOU MAY HAVE DONE AT SOME TIME DURING THIS YEAR. I WOULD LIKE YOU TO INDICATE HOW OFTEN YOU HAVE DONE EACH. IN ANSWERING, PLEASE USE THE SCALE ON THIS CARD. (Interviewer: Hand respondent the yellow card. Review the following scale with him/her.)

1 = Never
2 = About once or twice this year (less than every other month)
3 = About every other month
4 = About once a month
5 = About two to three times a month
6 = About once a week or more

HOW OFTEN HAVE YOU:

_____ i. USED PEOPLE OR MATERIALS FROM THE COMMUNITY IN YOUR CLASSROOM?

•

•

_____ l. USED MATERIALS OR ACTIVITIES THAT TEACH MUSIC, FOOD, DRESS, OR CUSTOMS OF CULTURES REPRESENTED AMONG YOUR STUDENTS?

•

•

_____ o. USED MATERIALS OR ACTIVITIES THAT TEACH PRINCIPLES OF HEALTH AND NUTRITION TO YOUR STUDENTS?

Part 3. Parent Involvement

NOW I AM GOING TO ASK YOU SEVERAL QUESTIONS ABOUT YOUR CONTACTS WITH PARENTS OF CHILDREN IN YOUR CLASS.

10. HAVE YOU HAD OCCASION TO VISIT THE HOMES OF ANY CHILDREN IN YOUR CLASS THIS YEAR?

____No-----→ Skip to Question 13

____Yes--┐

11. HOW MANY HOMES DID YOU YOURSELF VISIT AT LEAST ONCE?

Number of homes: ______

13. HAVE ANY OF THE CHILDREN IN YOUR CLASS HAD A PARENT COME TO YOUR CLASS AT LEAST ONCE THIS YEAR TO TALK, HELP OR OBSERVE? DO NOT INCLUDE PARENTS WHO WORK AS PAID AIDES IN THE CLASSROOM.

____No------→ Skip to Question 16

____Yes--┐

14. NOW I'D LIKE TO FIND OUT SOMETHING ABOUT WHAT PARENTS DID WHEN THEY VISITED OR WORKED IN YOUR CLASSROOM. I WILL READ A LIST OF ACTIVITIES AND FOR EACH ONE I WOULD LIKE YOU TO INDICATE HOW MANY OF YOUR PARENT VISITORS DID IT. AGAIN, JUST ANSWER "NONE OR FEW," "SOME," OR "MOST."

Interviewer: Use the following codes:

1 = None or Few
2 = Some
3 = Most

HOW MANY OF THE PARENTS:

____ 1. HELPED BY WORKING WITH CHILDREN? (If respondent answers "some" or "most," ask question 15)

17. FIRST, WHAT DO YOU SEE AS SOME OF THE ADVANTAGES OF HAVING PARENTS MORE INVOLVED IN THEIR CHILDREN'S ELEMENTARY SCHOOL?

Interviewer: Listen to and record the respondent's answer in the space above, then check the categories below that best summarize it. Do not read the categories.

____ a. None

(a) b. Another adult in the class helps with discipline and classroom management.

(a) c. Another adult allows the teacher to individualize instruction more to meet the different needs of children.

(a) d. Helps meet the special needs of handicapped children.

(b) e. Parents bring special skills with them that can be shared with the children.

(a) f. Another adult gives the teacher more time to plan and observe.

(b) g. By becoming familiar with school activities parents are able to do more for their children at home.

(b) h. Parents know the language and culture of the children and can bring that perspective to the school.

(b) i. Parent involvement creates a bridge between school and community. Involvement creates a better understanding of school life, of the teacher's job; teachers get a better understanding of the parents' view.

(b) j. Parent involvement increases the child's self-esteem; the child feels important when parent comes to school; makes child more interested in school.

(b) k. Parent involvement increases parents' understanding of the child's problems, how the child relates to peers, his/her work in school.

____ l. Other (specify): ____________ ____________ ____________

---

a = advantage to teacher
b = unique advantage to parent or child

Part 7. Attitudes Toward the School

NEXT I WOULD LIKE TO FIND OUT HOW YOU FEEL ABOUT TEACHING IN THIS SCHOOL.

26. IF YOU HAD YOUR CHOICE WOULD YOU TEACH IN THIS SCHOOL NEXT YEAR? WOULD YOU SAY:

____ DEFINITELY NO
____ PROBABLY NO
____ UNDECIDED
____ PROBABLY YES
____ DEFINITELY YES

28. IF A PARENT HAD THE CHOICE BETWEEN ENROLLING HER CHILD IN A CLASS IN THIS SCHOOL OR A CLASS IN ANOTHER SCHOOL IN THE AREA, FOR EXAMPLE ____________ SCHOOL, WHAT WOULD YOUR ADVICE BE? WOULD YOU:

____ DEFINITELY RECOMMEND THE OTHER SCHOOL
____ PROBABLY RECOMMEND THE OTHER SCHOOL
____ UNDECIDED
____ PROBABLY RECOMMEND THIS SCHOOL
____ DEFINITELY RECOMMEND THIS SCHOOL

II. COS RELIABILITY STUDY: DESIGN AND RESULTS

Design

Estimates of the reliability of variables derived from the Classroom Observation System (COS: comprising CAR observations and four sets of global ratings--CAR, CEO, FOCC, and FOPR) were based on a small scale reliability study conducted at the end of observer training in the spring of 1981. Fourteen observers spent two days observing in three elementary classrooms. The research design is illustrated below:

Reliability Study Design (letters represent observers)

DAY	TIME	MEASURE	TEACHER 1	TEACHER 2	TEACHER 3
1	AM	CAR Observation (45 pages; 3 hours 45 minutes) CAR Global Ratings	A B C D E	F G H I	J K L M N
	PM	CEO, FOCC, FOPR			
2	AM	CAR Observation (42 pages; 3 hours 30 minutes) CAR Global Ratings	J G H I	A K L M N	F B C D E
	PM	CEO, FOCC, FOPR			

Although all observers also coded videotapes of actual classrooms about halfway through data collection, these codings proved unsuitable for estimating reliability because the coding intervals used were out of phase and many variables could not be coded from videotapes.

Results

Time-Sampling Observation Variables

The reliability of Classroom Activity Record (CAR) observation variables was assessed at the "page level" by computing intraclass correlation coefficients (Ebel, 1956) or percent agreement among the codings made of the same classrooms by multiple observers at intervals of five minutes. The analytic variables considered in the longitudinal evaluation aggregate page-level codings for the entire day of observation and, in some instances, combine two or more of these aggregate variables into composites. Intraclass correlation coefficients are reported for all page-level variables in column 1 of Table GII-1. In order to test our hypothesis that the reliability of observations would increase as codings made at 5-minute intervals were aggregated, we also computed intraclass correlations for codings aggregated over two adjacent 5-minute intervals (column 2, Table GII-2). In 80% of the cases (16 variables) where both tests were possible (20 variables) the reliability coefficients did increase. When intraclass correlation coefficients appeared to be attentuated by extremely low variance in the codings of classrooms in the reliability sample, we computed the percentage of inter-observer agreement as an alternative and more appropriate estimate of variable reliability. In general, the reliability of observation variables was found to be quite high. Given the small number of classrooms observed in the reliability study, it was not possible to compare the codings of different observers aggregated across full days of observation (the variables actually analyzed in this evaluation); however, evidence that reliability generally increased with aggregation (from 5- to 10-minute intervals) encouraged us to include all variables of interest from the CAR in the longitudinal evaluation.

Table GII-1

Classroom Activity Record (CAR) Page-Level Variables Inter-Observer Agreement in Spring 1981 Reliability Study

Variable	Intraclass Correlation Coefficient Computed for Five Minute Intervals (1 page)	Intraclass Correlation Coefficient Computed for Ten Minute Intervals (2 pages)	Average Percent Perfect Agreement (per page)	Average Percent Agreement Within One Scale Value (per page)
CAR PLV 1	.64	.58	95%	
2	.92	.90		
3	.82	.85		
4	.85	.89		
5	a			
6	a			
7	a			
8	a			
9	.55	.67	82%	88%
10	.76	.80		
11	.47	.51		
12	.75	.79		
13	.91	.94		
14	.72	.80		
15	.89	.92		
16	.75	.81		
17	.88	.92		
18	.72	.64	96%	
19	.88	.92		
20	.72	.71		
21	.74	.75		
22	a			
23	a			
24	.83	.88		
25	1.00	1.00		
26	.64	.69	74%	82%

[a] No occasion to observe in reliability sample classrooms.

Ratings

In order for a COS Global Rating--CAR, CEO, FOCC, or FOPR--to be considered in the longitudinal evaluation, it had to meet the following conditions based on information from the spring 1981 reliability study:

1. 75% or more of raters had to agree that it was possible and appropriate to rate classrooms in the reliability sample on the scale.

2. The ratings had to meet the following standard for minimum reliability: (a) perfect agreement among raters of 80% or better and agreement within 1 scale point of 95% or better; or (b) perfect agreement of 90% or better.

Only 27 of 77 COS Global Ratings satisfied these two conditions. Of the 27 ratings for which acceptable reliability was demonstrated, four were eliminated because they did not "behave reliably" in correlational analyses of the full dataset--i.e., their relationships with other variables contradicted both theory and commonsense, suggesting that their reliability was not adequately tested in our very limited study.

Inter-rater reliability coefficients (% agreement) are presented in Table GII-2 for all rating scales retained in the longitudinal evaluation.

Table GII-2

Inter-Observer Agreement for Global Ratings Used to Form Analytic Variables[1] Spring 1981 Reliability Study

Analytic Variables	Component Variables	Average % Perfect Agreement	Average % Agreement Within 1 Scale Point
Stimulating & Attractive Physical Environment	CEO 1	80	95
	CEO 4	93	100
	CEO 5	83	100
Supportive & Enthusiastic Climate	CAR 12	100	100
	CAR 15	100	100
	CAR 17	85	100
	CAR 18	100	100
	CAR 19	89	100
	FOCC 20	100	100
	FOCC 21	100	100
General Classroom Management	CAR 11	100	100
	CAR 13	100	100
	FOPR 8	88	95
	FOPR 9	85	95
	FOPR 11	81	95
	FOPR 14	90	93
	FOPR 15	93	95
	FOPR 16	90	95
	FOPR 17	94	97
	FOPR 18	91	97
Level of Teacher/ Child Involvement in Learning	CAR 14	100	100
	FOCC 3	85	100
	FOCC 14	93	100

[1] Five-point scales were collapsed into three-point scales by combining categories 1 and 2 and categories 4 and 5.

III. COS RATING SCALES ANALYZED IN THE LONGITUDINAL EVALUATION[1]

Classroom Activities Record (CAR) Global Ratings

11. Adults and children in the classroom had no problem making themselves heard.	5 4 3 2 1	Adults and children in this classroom had a very hard time making themselves heard.
12. [illegible] was affectionate [illegible] toward the children.	5 4 3 2 1	The teacher was cold or unfriendly toward the children.
13. The teacher seemed to be very well respected and listened to by the children.	5 4 3 2 1	The teacher did not seem to be respected or listened to by the children.
14. There seemed to be a high degree of interest and involvement in learning activities on the part of adults and children in this classroom.	5 4 3 2 1	There seemed to be a general lack of interest or involvement in learning in this class.
15. The teacher in this classroom seemed to go out of her way to make children feel wanted and accepted.	5 4 3 2 1	The teacher in this classroom seemed to make no effort to make all children feel wanted and accepted.
17. Children in the classroom received a great deal of encouragement from the teacher in their work.	5 4 3 2 1	Children in the classroom received little encouragement from the teacher.
18. The teacher seemed extremely enthusiastic; he/she seemed to really enjoy teaching.	5 4 3 2 1	The teacher did not seem to enjoy what he/she was doing.
19. The teacher in this classroom seemed to go out of her way to make children feel competent and successful.	5 4 3 2 1	The teacher in this classroom seemed to make no effort to make all children feel competent and successful.

---

[1] Scale numbers correspond to numbers for 1981 version. All scales were reduced to three points before analysis by collapsing categories 1 and 2, and 4 and 5.

Classroom Environment Observation (CEO) Global Ratings

1. Materials were neatly arranged and well organized.	5 4 3 2 1	Materials were disorganized; the classroom seemed cluttered.
4. The classroom was attractive/colorful.	5 4 3 2 1	The classroom was dull and colorless.
5. The classroom provided a stimulating environment for learning.	5 4 3 2 1	The classroom did not provide a stimulating environment for learning.

Focused Observation Classroom Climate (FOCC) Global Ratings

3. The children seemed interested in and attentive to the learning activities provided.	5 4 3 2 1	The children seemed to lack interest and attention during learning activities.
14. There seemed to be a high degree of interest and involvement in learning activities on the part of adults and children in this classroom.	5 4 3 2 1	There seemed to be a general lack of interest or involvement in learning activities in this class.
20. The teacher seemed extremely enthusiastic; he/she seemed to really enjoy teaching.	5 4 3 2 1	The teacher did not seem to enjoy what he/she was doing.
21. The teacher was affectionate and warm toward the children.	5 4 3 2 1	The teacher was cold or unfriendly toward the children.

Focused Observation Periodic Ratings (FOPR)

8. The teacher spent very little time controlling misbehaviors or keeping children on task.	5 4 3 2 1	The teacher spent most of the time controlling misbehaviors or keeping children on task.
9. The teacher generally caught misbehaviors in time so that they rarely spread or increased in seriousness.	5 4 3 2 1	The teacher rarely acted to prevent misbehaviors from spreading or increasing in seriousness.
11. The teacher kept classroom activities running smoothly without frequent delays or disruptions.	5 4 3 2 1	The teacher did not keep classroom activities running smoothly. Delays and interruptions were frequent.
14. The teacher had no problem making himself/herself heard.	5 4 3 2 1	The teacher had a very hard time making himself/herself heard.
15. The teacher seemed calm and at ease; he/she did not become easily disturbed by classroom situations.	5 4 3 2 1	The teacher seemed uneasy; he/she became easily distracted by classroom situations.
16. The teacher seemed to be very well respected and listened to by the children.	5 4 3 2 1	The teacher did not seem to be respected or listened to by the children.
17. The children were very cooperative in doing what was expected of them.	5 4 3 2 1	The children were not cooperative, and for the most part did what they pleased.
18. For the most part, the teacher managed the classroom well.	5 4 3 2 1	For the most part, the teacher managed the classroom poorly.

IV. CAR OBSERVATION SYSTEM

The Classroom Activities Record (CAR) time-sampling observation system was designed to document the range and sequence of activities in the observed classrooms over the course of one entire day. One CAR observation "page" was completed every 5 minutes throughout the school day (excluding recesses, gym, music, and lunch time). Each 5-minute observation period began by focusing on the teacher, and the children she was working with. Observation then shifted to take in the behavior of other adults and children in the room, moving from one grouping to the next until all groupings extant during the 5-minute observation interval had been observed and characterized.

Each column on the coding page was used to characterize a different group of children working with the teacher, other adults, or independently. This characterization was made by entering coded answers to the questions listed down the left-hand side of the coding page (reproduced in Figure GIV-1). Category definitions can be found in Figure GIV-2; these were printed on the reversed side of each coding page in the observation booklets. Slight modifications were made to the coding form between the 1979 and 1980 data collection periods; the form remained unchanged between the 1980 and 1981 data collection periods.

The following chart indicates the number of classrooms observed and the number of pages (5-minute intervals) completed for each year of data collection.

	# of classrooms observed	# of CAR forms completed
1979	175	8,705
1980	181	12,928
1981	149	10,856

Variable Creation/Data Reduction

Variable creation began at the page level. Page-level data were then aggregated across the entire school day for each classroom to produce "class-level" outcome variables for analysis.

Figure GIV-1

CLASSROOM ACTIVITIES RECORD

Revised 1981

CLASS GONE ____ Time left ____ Time returned ____	TEACHER	ADULT II T P ST A RS O	ADULT III T P ST A RS O	CHILDREN WORKING INDEPENDENTLY		ADDITIONAL CHILDREN
1. Reasons for ADULTS NOT INTERACTING with children.	OC MM OB GP CL O	OC MM OB GP CL O	OC MM OB GP CL O	▨	▨	
2. What was the SUBJECT/CONTENT of the activity?	Code: ____ C	Code: ____ C	Code: ____ C	Code: ____	Code: ____	SUBJECT/CONTENT Code: ____
3. How were the children GROUPED?	LG SG S D #____ IN S D	LG SG S D #____ IN S D T	LG SG S D #____ IN S D TA	LG SG #____ IN #____	SG #____ IN #____	GROUPING SG #____ IN #____
4. What were the grouping CRITERIA?	AB HE BL LD	AB HE BL LD	AB HE BL LD	AB HE BL LD	AB HE BL LD	CRITERIA AB HE BL LD
5. What materials were USED?	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	PP BM AV EC T F LM N WB BB GP	MATERIALS Code: ____
6. Who CHOSE the materials?	AD CH	AD CH	AD CH	AD CH	AD CH	AD CH
7. Who USED the materials?	T I S A	T I S A	T I S A	▨	▨	SUBJECT/CONTENT Code: ____
8. What was the DIVERSITY OF ACTIVITY within the group?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	GROUPING SG # ____ IN # ____
9. Who determined the PACING within the activity?	AD CH	AD CH	AD CH	▨	▨	CRITERIA AB HE BL LD
10. What was the CHILDREN'S ATTENTION to the activity?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	MATERIALS Code: ____
11. How much DISRUPTION was there?	HI M LO	HI M LO	HI M LO	HI M LO	HI M LO	CHOICE AD CH

Children Leaving Classroom # ____ Reason: SE OC P DI HS LR O	Children Entering Classroom # ____	Notes Time: ____

Figure GIV-2 CAR Coding Categories Defined

KEY

ADULTS

T – Teacher
A – Aide
P – Parent
RS – Resource staff
ST – Student teacher
O – Other adult

1. REASONS FOR ADULTS NOT INTERACTING WITH CHILDREN

OC – Out of classroom
GP – Grading papers
MM – Making materials
CL – Clean-up/housekeeping
OB – Observing
O – Other

2. WHAT WAS THE SUBJECT/CONTENT OF THE ACTIVITY?

AA – Announcements/assignments/directions/attendance/organization
DI – Discipline
SP – Spelling/phonics
R – Reading
OL – Oral language/show and tell
EW – Expressive writing
WM – Writing mechanics/punctuation/handwriting
T/LA – Testing in language arts
T/M – Testing in math
SL – Second language
FL – First language instruction other than English
--/SP – Content instruction in Spanish
M – Math
S – Science
SS – Social studies
AC – Arts and crafts
DR – Drama
MM – Music/movement/dance
PR – Projects
PL – Play
GD – Other group discussion
HK – Housekeeping/clean-up/chores
O – Other

3. HOW WERE THE CHILDREN GROUPED?

LG – Large group (> ½ class)
SG – Small group
IN – Individuals (1 child)
S – Same group/child as last period
D – Different group/child from last period
T – Adult working with same group/child as the teacher in column 1
A – Adult working with same group/child as the other adult in class

4. WHAT WERE THE GROUPING CRITERIA?

AB – Ability group
HE – Heterogeneous ability grouping
BL – Bilingual/bicultural group
LD – Learning disabled/handicapped group

5. WHAT MATERIALS WERE USED?

PP – Paper and pencil
T – Commercial textbooks/readers
WB – Workbooks/worksheets
BM – Other books/magazines
F – Flashcards
BB – Blackboard
AV – Audiovisual
LM – Learning machines
GP – Games/puzzles
EC – Exploratory/constructive
N – None

6. WHO CHOSE THE MATERIALS?

AD – Adult
CH – Child

7. WHO USED THE MATERIALS?

T – Teacher only
1 – One child at a time
S – Some children
A – All children

8. WHAT WAS THE DIVERSITY OF ACTIVITY WITHIN THE GROUP?

HI – High diversity
M – Moderate diversity
LO – Low diversity

9. WHO DETERMINED THE PACING WITHIN THE ACTIVITY?

AD – Adult
CH – Children

10. WHAT WAS THE CHILDREN'S ATTENTION TO THE ACTIVITY?

HI – High
M – Moderate
LO – Low

11. HOW MUCH DISRUPTION WAS THERE?

HI – High
M – Moderate
LO – Low

CHILDREN LEAVING THE CLASSROOM

SE – Special education services
HS – Health services
OC – Other classroom
LR – Learning resource center/library
P – Parent activity
O – Other (specify)
DI – Discipline

A major challenge to variable creation was estimating the actual amounts of children's time allocated to particular activities--e.g., time engaged in language arts instruction, time engaged in math with high attention. Since the CAR observations did not characterize the behaviors of individual children but of groups of children over five-minute intervals, it was necessary to know how many children were in each group during each five-minute interval in order to estimate how many collective child minutes were allocated to particular activities.

In coding columns not coded "large group" (never more than one column was coded large group since a large group was by definition more than ½ of the total class), observers entered actual counts of the numbers of children involved; however, observers did not record counts for large groups. Therefore, we were forced to estimate large group sizes by subtracting the actual numbers of children participating in small groups and/or working independently from an estimate of the total number of children present in the class during the interval in question.

For 1980 and 1981 observations, observers attempted to keep track of children entering and leaving the classroom during each observation interval, making it theoretically possible to calculate the exact number of children present during any five-minute interval given an initial count of the number of children present on the day of observation. Thus, computer programs were written to compute page-level Ns for each classroom. However, inspection of the results indicated that class sizes estimated in this way frequently grew to mammoth proportions or dwindled to nothing over the course of the day, contradicting actual total counts when children were participating exclusively in small groups. The explanation of this phenomenon was unreliability, and frequently systematic bias, in observers' accounts of movement in and out of the classroom. In the heat of observation, they simply missed children leaving, or returning, or both.

Thus, we were forced to rely upon cruder estimates of the number of children present in the class during each observation interval. After experimenting with various computational algorithms, we finally settled on the simplest--using the total number of children present in class that day as our estimate of children present during each observation interval. Although this approach sometimes overestimated the number of children participating in large group instruction during particular five-minute periods, it seemed preferable to alternative approaches whose potential biasing effects were largely indeterminate. Moreover, this approach did not seem to produce skewed characterizations of the allocation of learning time when data were aggregated to the level of classroom and class day.

Adopting the estimation procedure described above, computer programs were written for computing first-order variables at the page level. Page-level variable descriptions and construction rules are presented in Table GIV-1. Rules for aggregating and combining page-level variables into class-level outcome variables for data analysis are presented in Table GIV-2.

Table GIV-1

Definition of CAR Page-Level Variables (PLV)

	Variable Descriptions	Variable Construction Rules
1.	Teacher is teaching children	0 = no; 1 = yes (column 1--circulating coded or code other than AA, DI, PL, HK, or 0 in row 2)
2.	Teacher is instructing large group	0 = no; 1 = yes (column 1--LG code in row 3)
3.	Teacher is instructing small group	0 = no; 1 = yes (column 1--SG code in row 3)
4.	Teacher is instructing individual children	0 = no; 1 = yes (column 1--IN code in row 3 or circulating)
5.	Number of other adults present (max=2)	0 = none; 1 = one (adult code in column 2); 2 = two (adult code in column 3)
6.	Number of other adults teaching children (max=2)	0 = none; 1 = one (circulating coded or subject other than AA, DI, PL, HK, or 0 coded in row 2 of either column 2 or column 3); 2 = two (appropriate codes in both column 2 and column 3)
7.	Number of parents present (max=2)	0 = none; 1 = one (P coded in either column 2 or column 3); 2 = two (P coded in both column 2 and column 3)
8.	Number of parents teaching children	0 = none; 1 = one (P coded + circulating or subject code other than AA, DI, PL, HK, or 0 in row 2 of either column 2 or column 3); 2 = two (appropriate codes in both column 2 and column 3)
9.	Number of children present	estimate of current class N following algorithm

Table GIV-1 (continued)

Variable Descriptions	Variable Construction Rules
10. Number of children in large group (if present)	estimate of column N when LG is coded following algorithm
11. Number of children using materials of own choice	N = sum of column Ns where row six is coded CH
12. Number of children pacing own activity	N = (sum of Ns in columns 1-3 where row nine is coded CH) + (sum of Ns in columns 4-7)
13. Number of children engaged in math activities	N = sum of column Ns where row 2 is coded M, M/SP, AA/M, or T/M
14. Number of children engaged in math activities with high attention	N = sum of column Ns where row 2 is coded M, M/SP, AA/M, or T/M and row 10 is coded HI (columns 1-5 only)
15. Number of children engaged in specific English literacy activities	N = sum of column Ns where row 2 is coded SP, R, EW, WM, T/LA, AA/SP, AA/R, AA/EW, or AA/WM
16. Number of children engaged in specific English literacy activities with high attention	N = sum of column Ns where row 2 is coded SP, R, EW, WM, T/LA, AA/SP, AA/R, AA/EW, or AA/WM and row 10 is coded HI (columns 1-5 only)
17. Number of children engaged in general English literacy activities (subsumes PLV 15 and 16)	N = sum of column Ns where (row 2 is coded SP, R, EW, WM, T/LA, AA/SP, AA/R, AA/EW, or AA/WM) and/or (row 5 is coded T or BM and row 7 is 1, S, or A and row 2 is SL, FL, S, SS, AC, DR, MM, or PR)
18. Number of children engaged in other specific academic activities	N = sum of column Ns where row 2 is coded S, SS, S/SP, SS/SP, SL, or FL

6

Table GIV-1 (continued)

	Variable Descriptions	Variable Construction Rules
19.	Number of children engaged in other general educational activities	N = sum of column Ns where row 2 is coded OL, AC, AC/SP, DR, DR/SP, MM, MM/SP, PR, PR/SP, GD, or GD/SP
20.	Number of children engaged in some educational activity	N = sum of PLVs 13, 17, 18, and 19
21.	Number of children engaged in noneducational activity	N = sum of column Ns where row 2 is coded AA, DI, PL, GD, HK, or 0
22.	Number of children engaged in any educational activity where communication is in Spanish	N = sum of column Ns where row 2 is coded SL, FL, M/SP, S/SP, SS/SP, AC/SP, DR/SP, MM/SP, PR/SP, or GD/SP
23.	Number of children engaged in specific Spanish language instruction	N = sum of column Ns where row 2 is coded SL or FL
24.	Number of groupings (max=7)	N = number of columns with group code in row 3
25.	Index of whether class was in session	0 = gone; 1 = in sesson
26.	Number of children in columns 1 through 5	N = sum of Ns in columns 1-5

Table GIV-2

Definition of CAR Class-Level Variables (CLV)

	Variable Descriptions	Variable Construction Rules
1.	Number of children attending class on day of observation	Determined by observer at start of school day
2.	Minutes in class day (i.e., minutes during which one or more children were actually in classroom)	Minutes = (sum of PLV 25 across pages) x 5
3.	Minutes of teacher time spent teaching children	Minutes = (sum of PLV 1 across pages) x 5
4.	% of teacher time allocated to large group instruction	% = (sum of PLV 2 across pages x 5 x 100)/ CLV 2
5.	% of teacher time allocated to small group instruction	% = (sum of PLV 3 across pages x 5 x 100)/ CLV 2
6.	% of teacher time allocated to work with individual children	% = (sum of PLV 4 across pages x 5 x 100)/ CLV 2
7.	Minutes of time available from other adults in classroom	Minutes = (sum of PLV 5 across pages) x 5
8.	% of other adult time spent teaching children	% = (sum of PLV 6 across pages x 5 x 100)/ CLV 7
9.	Minutes of parent time available (subcategory of "other adults")	Minutes = (sum of PLV 7 across pages) x 5
10.	% of parent time spent teaching children	% = (sum of PLV 8 across pages x 5 x 100)/ CLV 9

Table GIV-2 (continued)

Variable Descriptions	Variable Construction Rules
11. Total child minutes available in class day	Minutes = (sum of PLV 9 across pages) x 5
12. % of available child time spent working with materials of child's choice	% = (sum of PLV 11 across pages x 5 x 100)/ CLV 11
13. % of available child time spent in activities paced by the child	% = (sum of PLV 12 across pages x 5 x 100)/ CLV 11
14. Minutes/day spent by average child in math	M/D/C = (sum of PLV 13 across pages x CLV 2)/ (sum of PLV 9 across pages)
15. Minutes/day spent by average child in math with high attention	M/D/C = (sum of PLV 14 across pages x CLV 2)/ (sum of PLV 9 across pages)
16. Minutes/day spent by average child in specific English literacy activities	M/D/C = (sum of PLV 15 across pages x CLV 2)/ (sum of PLV 9 across pages)
17. Minutes/day spent by average child in specific English literacy activities with high attention	M/D/C = (sum of PLV 16 across pages x CLV 2)/ (sum of PLV 9 across pages)
18. Minutes/day spent by average child in general English literacy activities (CLV 16+)	M/D/C = (sum of PLV 17 across pages x CLV 2)/ (sum of PLV 9 across pages)
19. Minutes/day spent by average child in other specific academic activities	M/D/C = (sum of PLV 18 across pages x CLV 2)/ (sum of PLV 9 across pages)
20. Minutes/day spent by average child in other general educational activities	M/D/C = (sum of PLV 19 across pages x CLV 2)/ (sum of PLV 9 across pages)
21. Minutes/day spent by average child in any educational activity (CLV 16-20)	M/D/C = (sum of PLV 20 across pages x CLV 2)/ (sum of PLV 9 across pages)
22. % of available child time spent in noneducational activities	% = (sum of PLV 21 across pages x 5 x 100)/ CLV 11

Table GIV-2 (continued)

Variable Descriptions	Variable Construction Rules
23. % of child time spent in any educational activity where communication is in Spanish	% = (sum of PLV 22 across pages x 5 x 100)/ CLV 11
24. % of child time spent in specific Spanish language instruction	% = (sum of PLV 23 across pages x 5 x 100)/ CLV 11
25. Average number of distinct subgroups operating over the course of the class day (max=7)	N = (sum of PLV 24 across pages)/PLV 25

V. DESCRIPTIVE STATISTICS AND CORRELATIONAL DATA FOR ALL TEACHER/CLASSROOM OUTCOME VARIABLES

Posture toward Parent Involvement

Attitude toward Parent Involvement.

N: 380	Mean: 1.77	Standard Deviation: 0.77

	No advantages mentioned (0)	Advantage: extra hands in class (1)	Advantage: unique contributions (2)	Both kinds of advantages cited (3)
N:	12	132	168	68
%:	3.2%	34.7%	44.2%	17.9%

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	79	69	52
r:	.28	.32	.20
p:	.013	.008	ns

Amount of Home Visiting.

N: 385	Mean: 1.50	Standard Deviation: 0.85

	No home visits (1)	One to five visits (2)	Six to fifteen visits (3)	Sixteen or more (4)
N:	262	73	30	20
%:	68.0%	19.0%	7.8%	5.2%

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	80	69	52
r:	.65	.73	.70
p:	.0000	.0000	.0000

Management of Parent Involvement

Parents as Educators.

N: 370	Mean: 1.56	Standard Deviation: 0.67

	None or few (1)	Some (2)	Most (3)
N:	201	131	38
%:	54.3%	35.4%	10.3%

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	77	64	50
r:	.37	.31	.22
p:	.0009	.013	ns

Total Parent Time in Class.

N: 385	Mean: 4.70	Standard Deviation: 20.75

```
MIDPOINT   HIST%

 0.          91.9   354 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000       2.9    11 +XX
 40.000       1.6     6 +X
 60.000       1.6     6 +X
 80.000        .5     2 +X
 100.00        .3     1 +X
 120.00        .3     1 +X
 140.00        .3     1 +X
 160.00        .3     1 +X
 180.00        .5     2 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	-.04	-.08	.00
p:	ns	ns	ns

Percent of Parent Time Allotted to Teaching Children.

N: 385	Mean: 5.56	Standard Deviation: 20.63

```
MIDPOINT    HIST%

 0.          92.2    355 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 10.000        .3      1 +X
 20.000      0.        0 +
 30.000       1.0      4 +X
 40.000        .3      1 +X
 50.000        .5      2 +X
 60.000        .8      3 +X
 70.000       1.3      5 +X
 80.000        .5      2 +X
 90.000        .3      1 +X
 100.00       2.9     11 +XX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	-.03	-.09	.00
p:	ns	ns	ns

Provision for Individualization

Management of Information for Individualization.

N: 385	Mean: 2.34	Standard Deviation: 0.68

```
MIDPOINT   HIST%

 1.0000      9.9    38 +XXXXXXX
 2.0000     30.9   119 +XXXXXXXXXXXXXXXXXXXXX
 3.0000     59.2   228 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	78	69	52
r:	.19	.32	.60
p:	ns	.008	.0000

PDC-Encouraged Instructional Content

Multicultural Instruction.

N: 387	Mean: 3.55	Standard Deviation: 1.55

```
MIDPOINT   HIST%

 1.0000      8.3    32 +XXXXXXXXXXX
 2.0000     24.8    96 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000     15.2    59 +XXXXXXXXXXXXXXXXXXXX
 4.0000     21.2    82 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     16.5    64 +XXXXXXXXXXXXXXXXXXXXXX
 6.0000     14.0    54 +XXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	81	69	51
r:	.31	.59	.34
p:	.005	.0000	.015

Health/Nutrition Instruction.

N: 387	Mean: 3.96	Standard Deviation: 1.55

```
MIDPOINT   HIST%

 1.0000      3.1     12 +XXXX
 2.0000     21.7     84 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000     14.5     56 +XXXXXXXXXXXXXXXXXXX
 4.0000     20.2     78 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000     17.6     68 +XXXXXXXXXXXXXXXXXXXXXXX
 6.0000     23.0     89 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	80	69	32
r:	.54	.52	.50
p:	.0000	.0000	.0002

Use of Community Resources.

N: 388	Mean: 2.71	Standard Deviation: 1.38

```
MIDPOINT   HIST%

 1.0000     16.0    62 +XXXXXXXXXXXXXXXX
 2.0000     40.5   157 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000     18.8    73 +XXXXXXXXXXXXXXXXXXX
 4.0000     12.9    50 +XXXXXXXXXXXXX
 5.0000      5.2    20 +XXXXX
 6.0000      6.7    26 +XXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	81	69	52
r:	.48	.46	.19
p:	.0000	.0001	ns

Classroom Environment

Stimulating and Attractive Physical Environment.

N: 384	Mean: 2.52	Standard Deviation: 0.58

```
MIDPOINT   HIST%

 1.0000      8.3    32 +XXXXXX
 2.0000     30.2   116 +XXXXXXXXXXXXXXXXXXXX
 3.0000     61.5   236 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.23	.10	-.18
p:	ns	ns	ns

Supportive, Enthusiastic Climate

N: 383	Mean: 2.49	Standard Deviation: 0.66

```
MIDPOINT   HIST%

 1.0000     12.5    48 +XXXXXXX
 2.0000     23.0    88 +XXXXXXXXXXXXX
 3.0000     64.5   247 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	44	31	10
r:	.37	.50	-.12
p:	.014	.005	ns

General Classroom Management

Orderly Classroom Process.

N: 384	Mean: 2.87	Standard Deviation: 0.30

```
MIDPOINT   HIST%

 1.0000      1.0     4 +X
 2.0000      6.8    26 +XXX
 3.0000     92.2   354 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	44	31	10
r:	.12	.64	.07
p:	ns	.0001	ns

Management of Instruction

Proportion of Teacher Time Spent Teaching.

N: 385	Mean: 0.78	Standard Deviation: 0.11

```
MIDPOINT   HIST%

 .30000      .3      1 +X
 .40000     1.0      4 +X
 .50000     3.1     12 +XXX
 .60000     7.5     29 +XXXXXXXX
 .70000    21.3     82 +XXXXXXXXXXXXXXXXXXXXX
 .80000    34.0    131 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 .90000    30.6    118 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 1.0000     2.1      8 +XX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.09	.46	.53
p:	ns	.009	ns

Level of Teacher/Child Involvement in Learning.

N: 383	Mean: 2.61	Standard Deviation: 0.61

```
MIDPOINT    HIST%

 1.0000       9.4     36 +XXXXXX
 2.0000      19.1     73 +XXXXXXXXXXXX
 3.0000      71.5    274 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	44	31	10
r:	.31	.51	.48
p:	.038	.004	ns

Proportion of Child Time Engaged in Learning with High Attention.

N: 385	Mean: 0.75	Standard Deviation: 0.23

```
MIDPOINT   HIST%

 .10000      .3      1 +X
 .20000     3.1     12 +XXXX
 .30000     5.5     21 +XXXXXXX
 .40000     3.6     14 +XXXXX
 .50000     7.8     30 +XXXXXXXXXX
 .60000     7.8     30 +XXXXXXXXXX
 .70000    13.2     51 +XXXXXXXXXXXXXXXXX
 .80000    16.4     63 +XXXXXXXXXXXXXXXXXXXXX
 .90000    20.5     79 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 1.0000    21.8     84 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.06	.40	.04
p:	ns	.027	ns

Proportion of Child Time Engaged in Educational Activity.

N: 385	Mean: 78.97	Standard Deviation: 9.52

```
MIDPOINT   HIST%

 40.000       .3       1 +X
 50.000      1.3       5 +X
 60.000      5.7      22 +XXXXX
 70.000     21.8      84 +XXXXXXXXXXXXXXXXX
 80.000     41.8     161 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 90.000     26.8     103 +XXXXXXXXXXXXXXXXXXXXX
 100.00      2.3       9 +XX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.03	.54	.34
p:	ns	.002	ns

Allocation of Learning Time

Time per Child Available for Learning.

N: 385	Mean: 244.39	Standard Deviation: 39.54

```
MIDPOINT   HIST%

 70.000       .3     1 +X
100.00        .3     1 +X
130.00        .5     2 +X
160.00       2.6    10 +XXXX
190.00      10.4    40 +XXXXXXXXXXXXXX
220.00      25.7    99 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
250.00      27.5   106 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
280.00      24.2    93 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
310.00       7.8    30 +XXXXXXXXXX
340.00        .8     3 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.04	.25	.23
p:	ns	ns	ns

Time per Child Allotted to Specific Academic Activities.

N: 385	Mean: 167.09	Standard Deviation: 47.18

```
MIDPOINT   HIST%

 10.000       .3      1 +X
 40.000      1.6      6 +XX
 70.000      2.9     11 +XXXX
 100.00      7.0     27 +XXXXXXXXX
 130.00     20.5     79 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 160.00     24.2     93 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 190.00     22.3     86 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 220.00     13.8     53 +XXXXXXXXXXXXXXXXXX
 250.00      6.5     25 +XXXXXXXXX
 280.00      1.0      4 +XX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.36	.35	.82
p:	.015	.051	.004

Time per Child Allotted to Mathematics.

N: 385	Mean: 43.62	Standard Deviation: 22.42

```
MIDPOINT   HIST%

0.           5.2     20 +XXXXXXX
15.000      11.9     46 +XXXXXXXXXXXXXXX
30.000      22.6     91 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
45.000      26.5    102 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
60.000      20.3     78 +XXXXXXXXXXXXXXXXXXXXXXXXXX
75.000       7.5     29 +XXXXXXXXXX
90.000       3.1     12 +XXXX
105.00       1.3      5 +XX
120.00        .5      2 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	-.01	-.15	.22
p:	ns	ns	ns

Time per Child Allotted to Reading/Language Arts.

N: 385	Mean: 104.59	Standard Deviation: 38.34

```
MIDPOINT    HIST%

  0.          1.6     6 +XX
 30.000       4.2    16 +XXXXXX
 60.000      16.1    62 +XXXXXXXXXXXXXXXXXXXXX
 90.000      27.0   104 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 120.00      29.6   114 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 150.00      15.3    59 +XXXXXXXXXXXXXXXXXXXX
 180.00       5.5    21 +XXXXXXX
 210.00        .5     2 +X
 240.00        .3     1 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.21	.37	.33
p:	ns	.044	ns

Time per Child Engaged in Mathematics with High Attention.

N: 385	Mean: 31.25	Standard Deviation: 19.75

```
MIDPOINT   HIST%

 0.          11.9    46 +XXXXXXXXXXXXXXXX
 15.000      26.2   101 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 30.000      24.9    96 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 45.000      22.6    87 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 60.000      10.6    41 +XXXXXXXXXXXXXX
 75.000       2.6    10 +XXXX
 90.000        .5     2 +X
 105.00        .5     2 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.22	-.04	.30
p:	ns	ns	ns

Time per Child Engaged in Reading/Language Arts with High Attention.

N: 385	Mean: 78.76	Standard Deviation: 38.16

```
MIDPOINT   HIST%

 0.           3.4      13 +XXXXX
 30.000      18.2      70 +XXXXXXXXXXXXXXXXXXXXXXXX
 60.000      26.5     102 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 90.000      27.5     103 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 120.00      16.6      64 +XXXXXXXXXXXXXXXXXXXXXXX
 150.00       6.2      24 +XXXXXXXX
 180.00       1.3       5 +XX
 210.00        .3       1 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.05	.36	-.25
ns	ns	.046	ns

Allowance for Self-Regulated Learning

Proportion of Child Time Working with Materials of the Child's Own Choice.

N: 385	Mean: 7.35	Standard Deviation: 7.89

```
MIDPOINT   HIST%

0.          34.5   130 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
5.0000      29.6   114 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
10.000      15.3    59 +XXXXXXXXXXXXXXX
15.000       9.6    37 +XXXXXXXXXX
20.000       4.9    19 +XXXXX
25.000       3.9    15 +XXXX
30.000       1.0     4 +X
35.000        .3     1 +X
40.000        .3     1 +X
45.000        .3     1 +X
50.000        .3     1 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.30	.00	-.06
p:	.043	ns	ns

Proportion of Child Time Pacing Own Activity.

N: 385	Mean: 50.45	Standard Deviation: 14.78

```
MIDPOINT   HIST%

 0.            .3      1 +X
 10.000       1.0      4 +XX
 20.000       1.8      7 +XXX
 30.000       9.1     35 +XXXXXXXXXXXX
 40.000      24.2     93 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 50.000      24.2     93 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 60.000      20.0     77 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 70.000      14.5     56 +XXXXXXXXXXXXXXXXXXX
 80.000       4.7     18 +XXXXXX
 90.000        .3      1 +X
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	45	31	10
r:	.24	.50	.72
p:	ns	.005	.019

Attitude toward School

Desire to Teach in School Next Year.

N: 384	Mean: 4.44	Standard Deviation: 1.10

```
MIDPOINT   HIST%

 1.0000      5.7    22 +XXXX
 2.0000      3.6    14 +XX
 3.0000      2.3     9 +XX
 4.0000     17.2    66 +XXXXXXXXXX
 5.0000     71.1   273 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	81	68	51
r:	.30	.44	.00
p:	.008	.0002	ns

Willingness to Recommend School to Parents.

N: 377	Mean: 4.30	Standard Deviation: 0.92

```
MIDPOINT   HIST%

 1.0000      1.1     4 +X
 2.0000      1.8     7 +XX
 3.0000     19.9    75 +XXXXXXXXXXXXX
 4.0000     20.2    76 +XXXXXXXXXXXXX
 5.0000     57.0   215 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

Year-to-Year Correlations

	1979-1980	1980-1981	1979-1981
n:	77	67	47
r:	.53	.10	.24
p:	.0000	ns	ns

APPENDIX H

CHILD OUTCOME MEASURES

Contents

I. Content, Presentation, and Scoring of Unpublished Instruments 149

- A. Block Design Test 149
- B. Verbal Fluency. 159
- C. Verbal Memory 1 165
- D. Draw-A-Child. 168
- E. POCL 1 and 2. 171
- F. Child Interview 1 and 2 173
- G. Child Rating Scale. 177
- H. Pips. 187

II. Internal Consistency and Stability of Child Measures. . . . 201

III. Derivation of Factors from Head Start Test Scores 202

IV. Score Distributions (Histograms) by Outcome by Group by Year 203

V. Intercorrelation of Outcome Measures Within and Across Years for the Total Sample. 255

I. CONTENT, PRESENTATION, AND SCORING OF UNPUBLISHED INSTRUMENTS

A. BLOCK DESIGN TEST

Content and Presentation

The child works directly from a block model on all but the last three designs. In setting up models and presenting designs, the examiner should make sure that the designs are properly oriented. Keep extra blocks out of the child's sight while making the model.

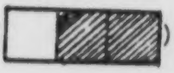
Timing for each trial begins when the last word of the directions is given.

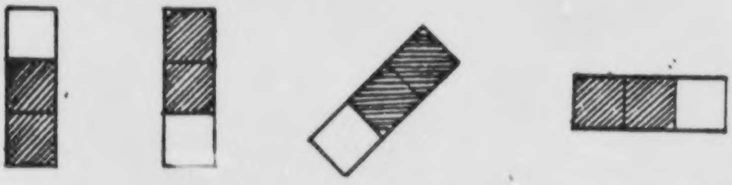
Each child gets up to two chances to make each design. If a child fails on his first try, allow a second one. If, after the instructions are read the first time, the child doesn't respond, says "I can't," or refuses, encourage once and score. If the child still didn't respond or made the design incorrectly repeat the instructions and demonstration once. If the child still refuses encourage once more and score.

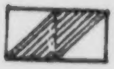
When you are demonstrating, make the design in front of the child and directly underneath the model. Also, remove your hands from the demonstration so the child has a chance to see the two designs before scrambling the blocks and giving them to him.

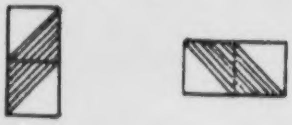
On Designs 1 through 4, if a child positions the blocks correctly but leaves definite gaps between them (more than 1/4"), the examiner should ask, IS THAT RIGHT? If the child does not close the gap, the item is scored as failed but the examiner should demonstrate proper closure before proceeding to the next trial. If the child leaves a gap on Designs 5 through 10 (for either trial) demonstrate proper closure and count as a failure.

If both Design 1 and Design 2 are failed, discontinue the test. If either Design 1 or Design 2 are passed, give both Design 3 and Design 4. Discontinue after two consecutive failures (W or DK-R-NR) counting from Design 3. (A design is considered failed only if both trials are failed.)

Any reproductions of Designs 1 through 4 that can be produced by rotation of the model are to be counted as correct. Rotation does not include reversal of colors. For example, rotations of the model for Design 1 () would include the following designs:



Note: The following reproductions of Design 4 () are not rotations and are to be scored as failures:



Any rotations of Designs 1 through 4 should nevertheless be corrected for instructional purposes. Correct the blocks and say, BUT YOU SEE, IT GOES THIS WAY.

Rotations of Designs 5 through 10 are scored as failures, and if the child rotates on either trial of these designs, correct the blocks and say, BUT YOU SEE, IT GOES THIS WAY. Then scramble the blocks and proceed with either the second trial or the next design.

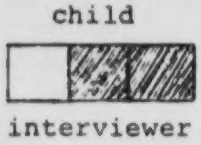
You should proceed with the next trial or item in the following situations:

1. If child makes a design and withdraws his/her hands from it before the specified time period is up, e.g., he's finished working.
2. If the child is still working after the specified time length.
3. If child made no attempt to make the design, says he can't, or starts manipulating the blocks and then stops. In this case wait out 20 seconds from the instructions, GO AHEAD. If the child is still not manipulating the blocks go on to the next item.

30 seconds per trial
Rotation is O.K.
D, D
IQ-E per trial

Design 1

Use 6 blocks which are painted red on one side and white on the other. Out of the child's sight arrange the set of 3 blocks as shown in the diagram below.



Place the model in front of the child. Now take the 3 remaining blocks (showing 1 red and 2 white faces) and casually place them before the child. Say,

- YOU SEE THESE BLOCKS--THEY ARE RED ON ONE SIDE AND WHITE ON THE OTHER (show both sides). I'M GOING TO PUT THEM TOGETHER TO LOOK LIKE THIS (point to the model). WATCH ME.

Slowly copy the model in front of the child, directly under the model.

- SEE, I'M PUTTING THE WHITE BLOCK FIRST...AND THEN A RED ONE BESIDE IT...THEN I'M PUTTING ANOTHER RED ONE HERE.

After a brief pause, scramble this arrangement. Then give the blocks to the child with 1 red and 2 white faces showing and say,

- NOW YOU MAKE ME ONE JUST LIKE THIS (point to the model). YOU CAN USE EITHER SIDE OF THE BLOCKS. GO AHEAD.

Check your watch and allow 30 seconds for child to complete the design. Score the first response below.

Trial 2

If the child fails to complete the design within the time limit or arranges the blocks incorrectly say, IT SHOULD GO LIKE THIS, I'M PUTTING THE WHITE BLOCK FIRST...AND THEN A RED ONE BESIDE IT... THEN I'M PUTTING ANOTHER RED ONE HERE. Then break up this arrangement, arrange the blocks so 1 red and 2 white faces show and say, NOW YOU DO IT BY YOURSELF. GO AHEAD. Check your watch. Allow 30 seconds for child to make the design. If the child is still working after 30 seconds say, LET'S TRY A DIFFERENT ONE NOW.

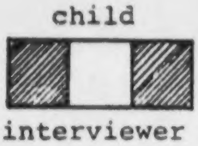
Child's Response (circle one)		Codes	H/S Use
1st	2nd		
C W	C W	DK-R-NR	

30 seconds per trial
Rotation is O.K.
ND, D
IQ-E per trial

Design 2

Use the same 6 blocks used in the previous item.

Set up the model for Design 2, shown below, out of the child's sight and then place it in front of the child.



Casually place the 3 remaining blocks (1 red and 2 white faces) in front of the child and say (pointing to the model),

● NOW YOU MAKE ME ONE JUST LIKE THIS. GO AHEAD.

Check your watch and allow 30 seconds for child to make the model. Score the first response.

Trial 2 If the child fails to complete the design within the time limit or arranges the blocks incorrectly say, IT SHOULD GO LIKE THIS, I'M PUTTING A RED BLOCK FIRST...AND THEN THE WHITE ONE BESIDE IT...AND THEN ANOTHER RED ONE HERE. Then break up this arrangement, place the blocks as originally presented and say, NOW YOU DO IT YOURSELF. GO AHEAD. Check your watch. Allow 30 seconds for child to make the design. If child is still working on his second design after 30 seconds say, LET'S TRY ANOTHER ONE NOW.

Child's Response (circle one)		Codes	H/S Use
1st	2nd		
C W	C W	DK-R-NR	

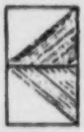
30 seconds per trial
Rotation is O.K.
D, D
IQ-E per trial

For Designs 3 through 7, use the 8 blocks which are painted red on one side and one-half red and one-half white on the other.

Design 3

Take 2 of the blocks and make a model of Design 3, as shown below, out of the child's sight, and then place it in front of the child.

child



interviewer

Then, taking 2 similar blocks in hand, say,

- HERE ARE TWO BLOCKS; EACH IS RED ON ONE SIDE AND (pause and stress) RED AND WHITE ON THE OTHER. I AM GOING TO PUT THESE BLOCKS TOGETHER LIKE THIS (point to the model). WATCH ME.

While assembling the blocks, remark,

- THIS TIME THE BLOCKS GO UP AND DOWN. YOU SEE, THEY LOOK THE SAME NOW (point to the model and to your own demonstration).

Stack the blocks used in your demonstration, hand them edges up to the child and say,

- NOW YOU MAKE ME ONE JUST LIKE THIS (point to the model). GO AHEAD.

Check your watch and allow 30 seconds for the child to make the model. Score the first response.

Trial 2

If the child fails (e.g., arranges blocks incorrectly or doesn't complete the design in 30 seconds) say, WATCH ME AGAIN, I'M PUTTING THIS BLOCK HERE...AND THIS ONE LIKE THIS (point to the model). NOW YOU TRY IT. GO AHEAD. Again, allow 30 seconds for this trial. If the child is still working after 30 seconds say, O.K., NOW IT'S TIME TO TRY A DIFFERENT ONE.

Child's Response (circle one)		Codes	H/S Use
1st	2nd		
C W	C W	DK-R-NR	

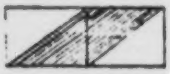
Present Design 4 regardless of whether the child passes or fails Design 3.

30 seconds per trial
Rotation is O.K.
D, D
IQ-E per trial

Design 4

Using the same blocks make a model of Design 4, shown below, out of the child's sight and then place it in front of him.

child



interviewer

Taking the other 2 similar blocks in hand, say,

● HERE ARE THE SAME TWO BLOCKS; EACH IS RED ON ONE SIDE AND (pause and stress) RED AND WHITE ON THE OTHER. I AM GOING TO PUT THESE BLOCKS TOGETHER LIKE THIS (point to the model). WATCH ME. I'M PUTTING THIS RED AND WHITE BLOCK FIRST...AND THE OTHER ONE BESIDE IT. (Pause.) YOU SEE, THEY LOOK THE SAME NOW (point to the model and to your own demonstration).

Stack the blocks in your demonstration, hand them edges up to the child and say,

● NOW YOU MAKE ME ONE JUST LIKE THIS (point to the model). GO AHEAD.

Allow the child 30 seconds to make the design. Score the first response.

Trial 2 If the child fails, say, WATCH ME AGAIN. I'M PUTTING THIS RED AND WHITE BLOCK FIRST...AND THE OTHER ONE BESIDE IT. Then stack the blocks, hand the blocks edges up to the child and say, NOW MAKE ANOTHER ONE THAT LOOKS LIKE THIS (point to the model). GO AHEAD. Again, allow the child 30 seconds to make the design. If the child is still working on the design after 30 seconds say, LET'S GO ON TO THE NEXT ONE NOW.

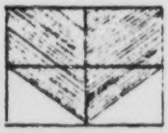
Child's Response (circle one)		Codes	H/S Use
1st	2nd		
C W	C W	DK-R-NR	

45 seconds per trial
Rotation NOT O.K.
D, D
IQ-E per trial

Design 5

Use 4 blocks in this design. Make a model of Design 5, shown below, out of the child's sight and place it in front of him.

child



interviewer

Take the remaining 4 blocks and scatter them before the child (no special arrangement is required but be careful that the blocks do not all show the same face) and say,

- NOW I HAVE SOME MORE BLOCKS THAT ARE RED ON ONE SIDE AND RED AND WHITE ON THE OTHER SIDE. I AM GOING TO PUT THESE BLOCKS TOGETHER TO MAKE THEM LOOK LIKE THIS (point to the model). WATCH ME. I'M PUTTING THESE TWO RED BLOCKS TOGETHER...NOW I'M GOING TO PUT THIS RED AND WHITE BLOCK HERE...AND THEN PUT ANOTHER RED AND WHITE BLOCK HERE.

After completing the demonstration, pick up the design you have just made, put the blocks in front of the child in a mixed order and say,

- NOW YOU MAKE ME ONE JUST LIKE THIS (point to the model). GO AHEAD.

Check your watch and allow 45 seconds for the child to make the design. Score the first response.

Trial 2

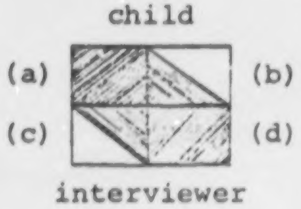
If the child fails, say, WATCH ME DO IT. I'M PUTTING THESE TWO RED BLOCKS TOGETHER...NOW I'M GOING TO PUT THIS RED AND WHITE BLOCK HERE...AND THEN PUT ANOTHER RED AND WHITE BLOCK HERE. Pick up the design you have just made, put the blocks in front of the child in a mixed order and say, NOW YOU TRY IT AGAIN. GO AHEAD. Time the second trial for 45 seconds also. If the child is still working after 45 seconds say, LET'S DO A DIFFERENT ONE NOW.

Child's Response (circle one)		Codes	H/S Use
1st	2nd		
C W	C W	DK-F [illegible] R	

45 seconds per trial
Rotation NOT O.K.
ND, D
IQ-E per trial

Design 6

Make a model of Design 6, shown below, out of the child's sight and place the remaining 4 blocks in mixed order in front of the child.



This time, without demonstration, say,

- NOW YOU MAKE ME ONE JUST LIKE THIS (point to the model). MAKE IT ALL BY YOURSELF. GO AHEAD.

Allow 45 seconds for this design. Score the first response.

Trial 2

If the child fails say, WATCH ME DO IT. I'M PUTTING THIS RED BLOCK HERE (a)...AND PUTTING A RED AND WHITE ONE HERE (b)... I'M PUTTING ANOTHER RED AND WHITE ONE HERE (c)...THEN I PUT THIS RED BLOCK HERE (d). Then scramble the demonstration, scatter the blocks in front of the child in mixed order and say, NOW YOU TRY IT AGAIN. GO AHEAD. Allow 45 seconds for the second trial. If the child is still working on the design after 45 seconds say, LET'S TRY ANOTHER ONE NOW.

Child's Response (circle one)				Codes	H/S Use
1st		2nd			
C	W	C	W	DK-R-NR	

75 seconds per trial
Rotation NOT O.K.
ND, D
IQ-E per trial

Design 9

Present the card and blocks without a demonstration and say,

● PUT THESE TOGETHER TO MAKE THEM LOOK LIKE THIS (point to the card). GO AHEAD.

Check your watch and allow 75 seconds for the child to make the design. Score the first response.

Trial 2 If the child fails say, WATCH ME DO IT. I'M PUTTING THIS RED AND WHITE BLOCK HERE...AND ANOTHER ONE HERE...THEN I TAKE THIS ONE AND PUT IT HERE...AND THEN THE LAST RED AND WHITE BLOCK HERE. NOW TRY IT AGAIN. GO AHEAD. Again, allow 75 seconds only. If the child hasn't completed the design after 75 seconds say, LET'S GO ON TO THE LAST ONE NOW.

Child's Response (circle one)				Codes	H/S Use
1st		2nd			
C	W	C	W	DK-R-NR	

75 seconds per trial
Rotation NOT O.K.
ND, D
IQ-E per trial

Design 10

Again, present the card and blocks without a demonstration and say,

◉ PUT THESE TOGETHER TO MAKE THEM LOOK LIKE THIS (point to the card). GO AHEAD.

Check your watch and allow 75 seconds. Score the first response.

Trial 2 If the child fails say, WATCH ME DO IT. I'M PUTTING THIS RED AND WHITE BLOCK HERE...AND THIS OTHER ONE HERE...THEN I'M TAKING THIS RED AND WHITE ONE AND PLACING IT HERE...THEN I'M GOING TO PUT THIS LAST RED AND WHITE ONE HERE. NOW TRY IT AGAIN. GO AHEAD. Allow 75 seconds for the second trial.

Child's Response (circle one)				Codes	H/S Use
1st		2nd			
C	W	C	W	DK-R-NR	

Be sure to mark time stopped.

Scoring

Child responses are scored as correct or wrong for each trial of each item. The final analytic score represents the total number of designs the child was able to reproduce correctly (be it trial 1 or 2) within the specified time limit.

B. VERBAL FLUENCY

Content and Presentation

1. Animals

Make sure you have the child's attention and say,

● CATS AND BEARS ARE ANIMALS. I WANT YOU TO TELL ME AS MANY OTHER ANIMALS AS YOU CAN BEFORE I TELL YOU TO STOP. READY, GO.

Check your watch, begin recording the child's responses below, and after 20 seconds say,

● O.K. THAT'S FINE.

If after the first 6 or 7 seconds the child has given either no responses or only 1 response or has talked about cats and bears, say TRY TO TELL ME SOME OTHER ANIMALS (do not stop the timing).

If the child waits for the interviewer to record each response before giving more say, KEEP GOING, I'LL WRITE THEM WHILE YOU TALK.

If the child gives a response such as "Whiskers" or "Spotty," wait until the 20 seconds are up and you have recorded all his responses, and then say, WHAT KIND OF ANIMAL IS WHISKERS (SPOTTY)? and record child's answer beside the name.

In all cases wait out the 20 seconds.

Child's Response	Codes	H/S Use
	DK-R-NR	

NOTE: If the child responds too quickly for you to record the answers make a tally mark for each response given. That way we will at least have an indication of how many responses were given.

2. Things to Eat

- BREAD AND POTATOES ARE THINGS TO EAT. I WANT YOU TO TELL ME AS MANY OTHER THINGS TO EAT AS YOU CAN BEFORE I SAY STOP. READY, GO.

Check your watch, begin recording the child's responses in the space below, and after 20 seconds say,

- O.K. THAT'S ENOUGH.

If after the first 6-7 seconds the child has given either no responses or only 1 response or has talked about bread and potatoes say, TRY TO TELL ME SOME OTHER THINGS TO EAT (do not stop the timing).

Child's Response	Codes	H/S Use
	DK-R-NR	

IQ-specified encouragement

3. People's Names

● JOHN AND MARY ARE NAMES OF PEOPLE. I WANT YOU TO TELL ME AS MANY NAMES OF PEOPLE AS YOU CAN BEFORE I SAY STOP. READY, GO.

Check your second hand and record the child's responses below. After 20 seconds say,

● O.K. FINE.

If after the first 6-7 seconds the child has given either no responses or only 1 response or has repeated the names John and Mary say, TRY TO TELL ME SOME OTHER NAMES OF PEOPLE (do not stop the timing.)

Child's Response	Codes	H/S Use
	DK-R-NR	

IQ-specified encouragement

4. Toys

- **BIKES AND DOLLS ARE TOYS. I WANT YOU TO TELL ME AS MANY TOYS AS YOU CAN BEFORE I TELL YOU TO STOP. READY, GO.**

Check your watch, begin recording the child's responses below, and after 20 seconds say,

- O.K. THAT's ALL.

If after the first 6-7 seconds the child has given either no response or only 1 response or has talked about dolls and/or bikes say, TRY TO TELL ME SOME OTHER TOYS (do not stop timing).

Child's Response	Codes	H/S Use
	DK-R-NR	

Scoring

Score 1 point for each acceptable answer given. plus 1.

1. Give only 1 point if the same acceptable response is given more than one. Example: dog, cat, dog, cow = score of 3 points

2. Do not give credit if child repeats any of the examples given by the examiner, e.g., potatoes, doll, etc. However, do give credit if the child's response is similar to one of those given by the examiner. Example, mashed potatoes, potato soup, baby dolls.

*3. If the child names a series of things that involve repitition of the same word (e.g., boat, ferryboat, sailboat, motorboat or, John Love, Amy love, Joe Love) give credit for each response. If however the child uses the same word and merely adds a different adjective such as color or size give only one point. Example, little ball and big ball=1 point, or yellow ball and green ball and orange ball=1 point only.

4. If a child names a general category and also several objects that belong in a category (e.g., dog, collie, bulldog, poodle) give 1 point for each response, including the name of the general category (e.g., dog) if the child mentions it.

5. If a child names 2 or more words that are synonyms (e.g., taxi and cab, hotdog and frankfurter, pants and trousers) give 1 point for each response.

In addition to the general rules stated above, the following examples for each specific item may help in the scoring.

Item

1 (people's names) 2 cols. Score 1 point for each acceptable answer plus 1.
99=DK-R-NR
00=missing data

1 point for any person's name including titles such as: mommy, daddy, Johnny, Susie, grandma, teacher, sis, Jr., Ms. Jones, mother, father.

0 points for sister, brother, baby, big people, little people.

* This scoring is different from that of McCarthy which says only to give a total of 2 points for series such as those given, rather than giving each response a point as we are doing.

Verbal Fluency (cont.)

__Item__

2 (things to eat) 2 cols. Score 1 point for each acceptable answer plus 1.
99=DK-R-NR
00=missing data

1 point for any food whether eaten as a meal or between-meal snack. Ex., tomatoes, ice cream, meat, French fried potatoes, soup, margarine, food, protein, calories, rice krispies, corn flakes, potatoe soup, milk, tea, soda pop.

0 points for toothpaste, gum, breakfast, medicine.

3 (animals) 2 cols. Score 1 point for each acceptable answer plus 1.
99=DK-R-NR
00=missing data.

NOTE: give up to 1 point for a name of an animal e.g., Spotty, Susie, etc.

1 point for any wild or domesticated mamal, bird, fish, amphibian, reptile, insect, mollusk, or other animal. Ex., dog, cat, grizzly bear, Siamese cat, reptile, puppy, kitty, dragon, monster man.

0 points for animals, big animals, tame animals, shells, fossils, meat-eating animals.

4 (toys) 2 cols. Score 1 point for each acceptable answer plus 1.
99=DK-R-NR
00=missing data

1 point for any object that a child might play with such as pans, cookie sheet, truck, ball, car, Santa Claus toy, bike, baby doll.

0 points for girl, boy, my dog, cat, turtle, donkey, horse.

NOTE: give 1 point for each toy animal mentioned. Ex., stuffed turtle, toy horse etc.

C. VERBAL MEMORY 1

Content and Presentation

Part I

Read the words in items 1-7 at a rate of about 1 word per second. Do not repeat any of the items for a child. If the child doesn't respond at all, wait 4-5 seconds and then encourage him once by saying, I'M SURE YOU CAN SAY THOSE WORDS. If he still refuses code the appropriate code. If the child starts repeating the words before the tester is finished say, "WAIT" and continue with the words. Record only those responses the child gave after the tester said all the words.

NOW I AM GOING TO SAY SOME WORDS AND I WANT TO SEE HOW MANY OF THEM YOU CAN SAY AFTER ME. WAIT UNTIL I HAVE FINISHED SAYING ALL THE WORDS BEFORE YOU START TO ANSWER. LISTEN.

Make sure you have the child's attention and say,

1. HERE'S WHAT I WANT YOU TO SAY: DOLL----DARK----COAT.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

2. NOW SAY: AFTER----COLOR----FUNNY----TODAY.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

3. NOW SAY: AROUND----BECAUSE----UNDER----NEVER.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

4. NOW SAY: BUTTON----LEMON ---BEFORE----CARRY----NOTHING

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

5. NOW SAY: CANDY----FINGER----HOSPITAL----FOURTEEN----EMPTY.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

6. NOW SAY: BANANA----UNTIL----BELIEVE----OTHER----SHADOW----GRANDMOTHER.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

7. NOW SAY: QUESTION----PENCIL----SATURDAY----TABLE----HAPPY----CAMERA.

Child's Response (write in)	Codes	H/S Use
	DK-R-NR	

Stop Part I if the code is circled for items 2 and 3; or items 4 and 5.

If the child has not responded at all to Part I, do not give Part II.

Scoring

Child responses are scored by totalling the number of words the child repeated correctly for each item. The final analytic score represents the total number of words the child was able to repeat in the correct order.

D. DRAW-A-CHILD

Content and Presentation

Place the blank page facing the child with the directions facing you. If the child is a boy, ask him to draw a boy; if a girl, ask her to draw a girl. Say,

LET'S SEE YOU DRAW A BOY (GIRL) ON THIS PAGE (point to page). DRAW THE BEST PICTURE YOU CAN. BE SURE TO MAKE ALL OF HIM (HER).

If the child hesitates, say I'M SURE YOU CAN MAKE A PICTURE OF A BOY (GIRL). TRY TO MAKE IT RIGHT HERE (point to the center of the page). If child still refuses to draw, says "I can't," or does not respond, record this response in the box below.

If the child asks questions about how to make it say, WHATEVER WAY YOU THINK. JUST MAKE THE BEST PICTURE OF A BOY (GIRL) THAT YOU CAN.

Turn the page around if the child starts to draw upside-down. Don't let the child erase his entire picture; he may erase through in the process of drawing.

When the child stops drawing say, IS IT ALL DONE?

If the child thinks he/she has spoiled his drawing and insists on a second trial, the child may draw on the back of his drawing. Label body parts only if the child volunteers the information.

If the child has not finished after five minutes say, TRY TO FINISH THE BOY (GIRL) NOW. WE HAVE SOME OTHER GAMES TO PLAY. Allow two more minutes.

When child has finished, make some positive comments about his/her drawing.

Codes
DK - R - NR

Record which hand child used to draw picture ________

Scoring

10 col 1=body part present
2=body part not present
9=DK-R-NR
0=missing data

There are 10 scorable units for the child's drawing, each of which is scored individually.* However, there is one exception to the use of the 10 units to score a drawing. If a child draws two or more parts of the body in a disconnected fashion (e.g., if he draws a recognizable pair of eyes and a mouth but no head is indicated) the entire drawing receives a total score of ONE.

The scorable units include; head, hair, eyes, nose, mouth, neck, trunk, arms and hands, attachment of arms, legs and feet.

If a child draws more than one figure, punch the best drawing which means you will probably have to score both to find out which is better.

The definitions for each of the body parts and the assignment of body part present and body part not present are given below.

Head; 1=head present
2=head not present

- a featureless shape is recognized as a head only if a body and/or limbs are indicated.
- a shape without a body or limbs is recognized as a head only if two or more features are indicated, e.g., eyes, ears, mouth, hair, etc.
- if there is no differentiation between head and trunk score head present if the facial features occupy the upper half, or less, or the head-trunk area.

Hair; 1=hair present (hair does not need to be attached to head)
2=hair not present

Eyes; 1=eyes present (both have to be drawn unless drawing is side view)
2=eyes not drawn

Nose; 1=nose present (dot or any other representation of nose is acceptable)
2=no indication of nose

Mouth; 1=mouth present (any indication of mouth other than a dot is acceptable)
2=mouth not present or represented by a dot

Neck; 1=neck present
2=neck not present

- a single shape drawn between the head and legs is considered a trunk even if it might be interpreted as a neck.

Trunk; 1=trunk present
2=trunk not present

- if there is no differentiation between the head and the trunk, score trunk as being present if the facial features occupy the upper half, or less, of the head-trunk area.

Arms and hands; 1=two arms are present (with or without hands, or two hands (or sets of fingers) without arms are present. Arms may be attached to the head.
2=arms and fingers are not present, or only one arm is drawn, or more than two arms or two hands are drawn.

Attachment of arms; 1=arms are attached to shoulders or to the upper part of the trunk at approximately the correct points.
2=arms are not attached to the body, or are attached to the mid-body, or neck or other inappropriate place.

Legs and feet; 1=two legs (with or without feet) are shown, or two feet with or without legs are drawn. These may be attached to the head.
2=legs and feet are not present, or, only one leg is drawn, or more than two legs are drawn.

*probably will need a separate scoring sheet for each child's drawing.

E. POCL 1 AND 2

Content and Presentation

INSTRUCTIONS: This form is to be filled out for every child you take to the testing room. If all the tests are administered to a child you would complete the POCL after the testing session. If a child for one reason or another is not administered the complete battery the POCL should be completed after the final session with the child. For each pair of words on the checklist think about what you have seen during your testing sessions (not classroom observations). Place a check mark in the space to represent where the child is in terms of the behavior. For example, if the child has been very shy during all the testing sessions, place a check in the column next to shy. If, on the other hand, the child was shy on the first session but very sociable on the next two you would place the check somewhere between the two extremes. If the child was generally as sociable as other children you have tested you would place a check in the middle column.

Child's Testing Behavior

RESISTIVE	(1)	(2)	(3)	(4)	(5)	(6)	(7)	COOPERATIVE
SHY	( )	( )	( )	( )	( )	( )	( )	SOCIABLE
INDIFFERENT	( )	( )	( )	( )	( )	( )	( )	INVOLVED
QUIET	( )	( )	( )	( )	( )	( )	( )	TALKATIVE
EASILY DISTRACTED	( )	( )	( )	( )	( )	( )	( )	ATTENTIVE
PASSIVE	( )	( )	( )	( )	( )	( )	( )	ACTIVE
NERVOUS	( )	( )	( )	( )	( )	( )	( )	RELAXED
NEEDS URGING	( )	( )	( )	( )	( )	( )	( )	QUICK TO RESPOND
PREFERS EASY TASKS	( )	( )	( )	( )	( )	( )	( )	ATTEMPTS DIFFICULT TASKS
GIVES UP EASILY	( )	( )	( )	( )	( )	( )	( )	KEEPS TRYING
NEEDS REASSURANCE, PRAISE, ENCOURAGEMENT	( )	( )	( )	( )	( )	( )	( )	REALISTICALLY SELF-CONFIDENT

Complete the rating scale below if you think the child was handicapped in anyway.

HANDICAP DID NOT AFFECT CHILD'S PERFORMANCE	( )	( )	( )	( )	( )	( )	( )	TESTING WAS ADVERSELY AFFECTED BY HANDICAP

Prepared by High/Scope Educational Research Foundation,
Ypsilanti, Michigan for use under the Administration for
Children, Youth and Families, Contract No. HEW-105-76-1307.

March, 1981

Scoring

Two subscales are derived from the Pupil Observation Checklist. Scale 1 (POCL 1: Task Orientation) is constructed by totalling the ratings given for the following items:

resistive . . . cooperative
indifferent . . . involved
easily distracted . . . attentive
nervous . . . relaxed
needs urging . . . quick to respons
prefers easy tasks . . . attempts difficult tasks
gives up easily . . . keeps trying
needs reassurance,
praise, encouragement . . . realistically self-confident

Scale 2 (POCL 2: Sociability) is comprised of the following items:

shy . . . sociable
quiet . . . talkative
passive . . . active

F. CHILD INTERVIEW 1 AND 2

Content and Presentation

After all the tests have been completed, tell the child that you want to talk with her/him about school. There are two parts to the interview. In Part I, pictures are used to elicit responses from the child about attitudes toward school. In Part II a guide is provided for holding a discussion with the child about reading.

Part I. Attitudes Toward School

Use the set of pictures from the Purdue Social Attitude Scales. Note that there is one set for girls and one for boys. The picture booklet contains all instructions for administering the items. Administer only those items indicated on the score form. Record the child's response to each item by circling the appropriate letter on the score form. After the child has responded to all pictures (or failed to respond to four consecutive items), go right into the discussion for Part II.

Part II. Attitudes Toward Reading

The purpose of this part of the Child Interview is to engage the child in a conversation about books and reading so that you can complete the ratings on the reverse side of this page. Study these ratings carefully so that you have a good idea ahead of time as to what judgments you will have to make. The questions get information about three areas--amount of reading, purpose of reading, and variety of reading.

These questions are just a guide for your conversation with the child. You do not have to follow the questions exactly. You are encouraged to probe and explore topics that the child brings up.

You might begin the conversation by pointing out that the child has just seen a lot of pictures about things that happen in school, and that now you want to talk about reading that the child likes to do at school and at home. Below are some suggested "starter" questions, then several questions relating to each set of information we would like to get. You will probably need to ask several questions from each set, e.g., amount of reading, variety of reading and general interest, in order to complete the ratings. Even though you will rate the child's reading in these three areas, the child's response to a specific question might not neatly fit into that particular area. In other words, you might think you're asking about one thing and find out something else, so be alert to what the child says.

Do not complete the ratings until after you have finished the conversation with the child. Do your best to decide on a number to circle for each item on the rating scale. If the child has not been very talkative, or if you could not learn enough from the child to complete a rating, circle "DK" for that item.

On the back of the score form record any comments that would help explain the ratings and any suggestions you have for improving the child interviewing procedure.

Starter Questions

DO YOU LIKE STORY BOOKS?
ARE THERE STORYBOOKS IN YOUR CLASSROOM?
DO YOU HAVE ANY STORYBOOKS AT HOME?
IS THERE A LIBRARY IN SCHOOL? DO YOU GO TO IT?
DO PEOPLE EVER READ STORIES TO YOU? WHO?

Amount of Reading

DO YOU LIKE TO READ STORIES TO OTHER PEOPLE?
WHO DO YOU READ STORIES TO?
DO YOU EVER READ STORIES WHEN YOU'RE BY YOURSELF?
WHAT IS YOUR FAVORITE STORYBOOK? WHAT BOOK DO YOU LIKE BEST TO READ?
WHEN DO YOU MOST LIKE TO READ? WHERE?
DO YOU HAVE ANY BROTHERS OR SISTERS? HOW OLD?
DO YOU EVER READ TO/WITH THEM?

Variety of Reading

ARE YOU READING A BOOK NOW IN SCHOOL?
WHAT IS IT ABOUT?
DO YOU LIKE IT?
WHAT OTHER KINDS OF THINGS CAN YOU READ IN SCHOOL?
ARE THERE THINGS YOU READ AT HOME THAT YOU DON'T READ IN SCHOOL (LIKE COMIC BOOKS, NEWSPAPERS, COMICS, MAGAZINES, CEREAL BOXES)?
HAVE YOU EVER TRIED TO READ SOMETHING THAT WAS TOO HARD FOR YOU?

General Interest/Purpose

WOULD YOU RATHER READ A BOOK TO SOMEONE OR HAVE THEM READ IT TO YOU?
DO YOU EVER READ AT HOME INSTEAD OF WATCHING TV? OR PLAYING OUTSIDE?

PDC CHILD INTERVIEW SCORE FORM

Child's Name ______________________________ Date ______________________
First Last

Site __________________ Teacher __________________ School __________________

Grade __________________ Tester ______________________________________

Part I. Circle the letter corresponding to the face selected by the child:

S2	a	b	c	d	e	DK	S16	a	b	c	d	e	DK
S6	a	b	c	d	e	DK	S19	a	b	c	d	e	DK
S9	a	b	c	d	e	DK	S26	a	b	c	d	e	DK
S12	a	b	c	d	e	DK	H28	a	b	c	d	e	DK

Part II. Rate each item from 1 to 5. Point 1 is always low; point 5 is always high. Points 2, 3, and 4 represent intermediate degrees between low and high. Use whatever information or impressions you obtained from the interview when completing these scales. If you feel absolutely unable to rate a child on a particular scale, check DK. Use the back of this sheet to record any comments.

1.	Child rarely reads at school	1	2	3	4	5	DK	Child reads a lot in school (every day)
2.	Child rarely reads outside of school	1	2	3	4	5	DK	Child reads a lot outside of school
3.	Child reads only what he/she has to read; does not read for pleasure or for own information	1	2	3	4	5	DK	Child reads a great deal on own initiative for pleasure and for information
4.	Reading is perceived only as a school activity	1	2	3	4	5	DK	Child perceives reading as an important activity outside of school also
5.	There is little or no variety in the reading materials used in school	1	2	3	4	5	DK	Considerable variety in school reading, e.g., readers, stories, library materials
6.	There is little or no variety in reading materials used outside of school	1	2	3	4	5	DK	Considerable variety in reading materials used outside of school, e.g., stories, newspapers, letters, magazines

Prepared by High/Scope Educational Research Foundation, Ypsilanti, Michigan for use under Administration for Children, Youth and Families Contract No. HEW-105-78-1307.

March 1980

Scoring

Scale 1 (CI 1: Attitude toward School) is constructed by taking the mean of items 1-8 in Part 1 of the Child Interview. Scale 2 (CI 2: Interest in Reading) is constructed by taking the average of items 2, 3, and 4 on Part 2 of the interview.

G. CHILD RATING SCALE (CRS)

Teacher ratings of evaluation sample children provided three measures of child outcomes. CRS items were presented as descriptions of a child's behavior. Teachers were asked to judge how characteristic each description was of the child in question, indicating how frequently the child behaved in the manner described in comparison with other children of the same age and background. Ratings were made on a five-point scale: very frequently, more than average, average, less often than average, rarely. Some scales were subsequently reversed for purposes of data analysis. The three composite variables derived from the CRS are described below:

1. CRS Independence. This variable comprises two items:
   a. Is controlled or influenced by others (reversed)
   b. Imitates others or follows them around (reversed)

   This variable is considered a measure of the child's independence of other children.

2. CRS Social Adjustment. This variable comprises six items:
   a. Shows verbal dislike or hostility toward others (reversed)
   b. Shows respect for or tolerance of others' ideas and and behaviors or looks
   c. Gets the attention of peers appropriately
   d. Cooperates and shares with others
   e. Recognizes others' feelings, responds appropriately
   f. Uses physical force to try to control others (reversed)

   This is considered a measure of children's social adjustment to the school context and more specifically an index of whether the teacher views a child's behavior as problematic within the classroom setting.

3. CRS Learning Orientation. This variable comprises seven items:
   a. Is motivated toward academic performance
   b. Is easily distracted when doing a task (reversed)
   c. Completes assignments
   d. Returns to unfinished tasks after interruption
   e. Is alert and interested in schoolwork
   f. Enjoys tasks he/she chooses
   g. Has a desire to master all kinds of skills

> This variable is considered a measure of children's general orientation (attitude, motivation, approach) toward learning and probably an index of the teacher's assessment of a child's "educability" within the school context.

The first two variables were measured in kindergarten through third grade. The third--Learning Orientation--was only measured in first through third grades.

The composites described here differ significantly from those analyzed in previous (interim) reports, reflecting a reanalysis of CRS data for all years to identify whatever well-defined and relatively independent traits the CRS measured across all grade levels. Separate factor analyses and bivariate correlations of CRS items for each year (K-3) are presented in Tables through . The results of these analyses together with logical analysis would seem to support the item groupings described above. That the composite variables are not fully independent of one another comes as no surprise. Indeed, the notions of "social competence" and "individual' developmental continuity" hypothesize such interdependence of traits. In addition, teacher ratings very likely reflect a halo effect.

Table H-1

Child Rating Scale 1978
Principal Components Factor Analysis of Items
Followed by Variamax Rotation[1]
Total Sample (N=)

ITEM		LOADINGS		
	COMMUNALITY	FACTOR 1	FACTOR 2	FACTOR 3
Independence				
1a	.81	.06	.90	---
1b	.80	.11	.88	---
Social Adjustment				
2a	.55	.74	.02	---
2b	.74	.85	.12	---
2c	.43	.65	.03	---
2d	.59	.69	.33	---
2e	.73	.85	.12	---
2f	.66	.81	.09	---
Learning Orientation				
3a	---	---	---	---
3b	---	---	---	---
3c	---	---	---	---
3d	---	---	---	---
3e	---	---	---	---
3f	---	---	---	---
3g	---	---	---	---
Cumulative % Variance		44.6%	66.4%	

---

[1] Eigenvalues for all factors were greater than 1.0 in Principal Components analysis.

Table H-2

Child Rating Scale 1979
Principal Components Factor Analysis of Items
Followed by Variamax Rotation[1]
Total Sample (N=504)

ITEM		LOADINGS		
	COMMUNALITY	FACTOR 1	FACTOR 2	FACTOR 3
Independence				
1a	.76	.20	.22	.82
1b	.72	.24	.24	.81
Social Adjustment				
2a	.62	.03	.73	.30
2b	.75	.38	.78	.01
2c	.72	.01	.73	.44
2d	.52	.44	.57	.03
2e	.69	.30	.78	.03
2f	.80	.40	.80	-.05
Learning Orientation				
3a	.61	.64	.15	.42
3b	.78	.81	.27	.22
3c	.48	.67	.18	-.02
3d	.77	.83	.20	.21
3e	.80	.85	.24	.16
3f	.75	.84	.19	.11
3g	.85	.87	.22	.19
Cumulative % Variance		33.8%	57.8%	70.8%

---

[1] Eigenvalues for all factors were greater than 1.0 in Principal Components analysis.

Table H-3

Child Rating Scale 1980
Principal Components Factor Analysis of Items
Followed by Variamax Rotation[1]
Total Sample (N=417)

ITEM		LOADINGS		
	COMMUNALITY	FACTOR 1	FACTOR 2	FACTOR 3
Independence				
1a	.80	.19	.20	.85
1b	.81	.18	.14	.87
Social Adjustment				
2a	.68	.08	.78	.26
2b	.76	.39	.78	.01
2c	.72	.09	.79	.30
2d	.59	.59	.49	.04
2e	.78	.39	.79	.09
2f	.78	.35	.81	.05
Learning Orientation				
3a	.55	.60	.18	.40
3b	.79	.83	.25	.19
3c	.54	.66	.31	.07
3d	.76	.85	.18	.11
3e	.79	.84	.24	.15
3f	.80	.87	.15	.16
3g	.83	.88	.23	.10
Cumulative % Variance		35.4%	60.5%	73.3%

---

[1] Eigenvalues for all factors were greater than 1.0 in Principal Components analysis.

Table H-4

Child Rating Scale 1981
Principal Components Factor Analysis of Items
Followed by Variamax Rotation[1]
Total Sample (N=338)

ITEM		LOADINGS		
	COMMUNALITY	FACTOR 1	FACTOR 2	FACTOR 3
Independence				
1a	.72	.25	.23	.78
1b	.67	.18	.14	.79
Social Adjustment				
2a	.71	.01	.80	.25
2b	.77	.51	.71	.06
2c	.75	.00	.82	.28
2d	.61	.57	.49	.19
2e	.69	.31	.77	.08
2f	.73	.39	.76	.00
Learning Orientation				
3a	.53	.52	.16	.49
3b	.75	.77	.25	.29
3c	.53	.70	.21	-.03
3d	.77	.84	.14	.22
3e	.79	.85	.16	.19
3f	.71	.80	.08	.27
3g	.82	.85	.21	.20
Cumulative % Variance		33.9%	57.5%	70.4%

---

[1] Eigenvalues for all factors were greater than 1.0 in Principal Components analysis.

Table H-5

Child Rating Scale 1978
Item Intercorrelations
Total Sample

	1a	1b	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	3g
Independence															
1a	1.00														
1b	.64	1.00													
Social Adjustment															
2a	.12	.14	1.00												
2b	.15	.18	.54	1.00											
2c	.08	.10	.60	.46	1.00										
2d	.29	.28	.38	.61	.30	1.00									
2e	.15	.21	.52	.68	.41	.55	1.00								
2f	.10	.16	.43	.65	.31	.56	.75	1.00							
Learning Orientation															
3a	---	---	---	---	---	---	---	---	1.00						
3b	---	---	---	---	---	---	---	---	---	1.00					
3c	---	---	---	---	---	---	---	---	---	---	1.00				
3d	---	---	---	---	---	---	---	---	---	---	---	1.00			
3e	---	---	---	---	---	---	---	---	---	---	---	---	1.00		
3f	---	---	---	---	---	---	---	---	---	---	---	---	---	1.00	
3g	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1.00

Table H-6

Child Rating Scale 1979
Item Intercorrelations
Total Sample

	1a	1b	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	3g
Independence															
1a	1.00														
1b	.63	1.00													
Social Adjustment															
2a	.30	.16	1.00												
2b	.28	.21	.48	1.00											
2c	.41	.25	.69	.48	1.00										
2d	.33	.19	.29	.59	.31	1.00									
2e	.25	.14	.48	.63	.50	.54	1.00								
2f	.23	.15	.47	.81	.48	.61	.69	1.00							
Learning Orientation															
3a	.39	.35	.31	.31	.29	.33	.31	.34	1.00						
3b	.34	.31	.34	.45	.32	.50	.41	.48	.66	1.00					
3c	.20	.24	.15	.41	.13	.36	.28	.43	.30	.47	1.00				
3d	.37	.37	.24	.44	.23	.42	.42	.45	.57	.68	.54	1.00			
3e	.33	.32	.26	.48	.27	.43	.47	.50	.62	.72	.49	.81	1.00		
3f	.29	.24	.26	.44	.23	.46	.37	.42	.59	.81	.50	.66	.70	1.00	
3g	.36	.34	.28	.48	.27	.45	.44	.48	.61	.77	.56	.80	.84	.75	1.00

Table H-7

Child Rating Scale 1980
Item Intercorrelations
Total Sample

	1a	1b	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	3g
Independence															
1a	1.00														
1b	.68	1.00													
Social Adjustment															
2a	.33	.34	1.00												
2b	.25	.20	.53	1.00											
2c	.40	.33	.70	.52	1.00										
2d	.23	.24	.38	.59	.44	1.00									
2e	.29	.26	.58	.72	.60	.58	1.00								
2f	.27	.23	.54	.81	.55	.55	.74	1.00							
Learning Orientation															
3a	.38	.37	.28	.34	.35	.44	.41	.37	1.00						
3b	.29	.33	.33	.49	.35	.61	.51	.49	.61	1.00					
3c	.30	.27	.28	.52	.27	.46	.47	.49	.36	.56	1.00				
3d	.27	.26	.26	.45	.25	.55	.48	.44	.50	.69	.64	1.00			
3e	.30	.28	.34	.49	.34	.54	.54	.46	.56	.73	.59	.80	1.00		
3f	.29	.30	.26	.44	.28	.58	.45	.41	.58	.82	.57	.71	.75	1.00	
3g	.29	.25	.27	.51	.28	.59	.53	.48	.53	.79	.62	.77	.80	.76	1.00

Table H-8

Child Rating Scale 1981
Item Intercorrelations
Total Sample

	1a	1b	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	3e	3f	3g
Independence															
1a	1.00														
1b	.54	1.00													
Social Adjustment															
2a	.33	.25	1.00												
2b	.34	.34	.50	1.00											
2c	.38	.26	.73	.53	1.00										
2d	.43	.36	.35	.63	.39	1.00									
2e	.30	.27	.50	.66	.53	.58	1.00								
2f	.34	.27	.50	.75	.51	.61	.64	1.00							
Learning Orientation															
3a	.42	.38	.27	.40	.31	.40	.33	.31	1.00						
3b	.46	.33	.29	.54	.34	.63	.47	.45	.57	1.00					
3c	.28	.22	.17	.51	.16	.43	.31	.46	.35	.55	1.00				
3d	.44	.32	.16	.51	.20	.57	.41	.45	.50	.69	.54	1.00			
3e	.39	.35	.22	.54	.20	.59	.40	.44	.52	.70	.56	.79	1.00		
3f	.41	.30	.18	.46	.17	.55	.36	.35	.54	.77	.50	.66	.68	1.00	
3g	.40	.34	.25	.60	.27	.59	.45	.47	.54	.71	.57	.81	.82	.71	1.00

H. PIPS

Content and Presentation

If you are interviewing a girl use the girl cut-outs, if a boy, the boy cut-outs. The set consists of 8 girls and 8 boys. Since the task consists of 7 items, each of which involves two cut-outs of the same sex, you will be using some of the same cut-outs more than once. Use different names for each item to maintain the child's interest making sure not to use the child's name.

The toys should be prearranged in the order they appear in the interview booklet. (The cut-out dolls do not need to be in any specific order.) The pictures (cut-outs and toys) should be placed upright against an object for maximum ease and at a distance from the child. As each set of pictures (child and toy) is removed, they should be placed face down out of the child's view.

Never reinforce a particular solution by saying, "Good," "That's a good idea," or "That's right." Such reinforcements will only encourage the child to repeat it for the next story. By following their response with the statement, THAT'S ONE WAY, NOW THE IDEA...it is relayed to the child that thinking of lots of different ways is the idea of the game...

Stop the test if a child remains silent, gives a repeated answer or says, "I don't know" for 2 consecutive stories (e.g., for 6 consecutive child response boxes).

When to probe:
- a) DK-R-NR
- b) repeated answer
- c) answer that doesn't solve the problem

5 probes:
- a) say
- b) do
- c) renumerate
- d) classify responses
- e) repeat the story root

Clarifying:
- a) TELL ME MORE ABOUT THAT (once per response)

No encouragements are used unless they are given in conjunction with a probe.

No encouragements/use probes

1. Truck (or doll)

- I'VE GOT SOME PICTURES AND I'M GOING TO TELL YOU SOME STORIES ABOUT CHILDREN. LET'S PRETEND THAT ALL THE CHILDREN ARE ______ (insert child's age) YEARS OLD. O.K.?

- HERE'S JOHNNY (MARY).

  Place the picture upright in full view of the child.

- HERE'S JIMMY (SUE).

  Place the picture next to Johnny (Mary).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the first toy (truck or doll) and let the child respond. If the child does not correctly identify the toy say, THIS IS A TRUCK (DOLL).

  Place the toy picture so it overlaps that of Johnny (Mary).

- NOW, JOHNNY (MARY) HAS BEEN PLAYING WITH THIS (never say "his") TRUCK (DOLL) FOR A LONG TIME AND JIMMY (SUE) WANTS A CHANCE TO PLAY WITH IT. BUT JOHNNY (MARY) KEEPS ON PLAYING WITH IT.

- (Memory cue): WHO'S BEEN PLAYING WITH THE TRUCK (DOLL) FOR A LONG TIME? YOU CAN POINT. Let the child point and say, THAT'S RIGHT. JOHNNY (MARY) (point to that cut-out). WHO WANTS TO PLAY WITH IT? Let the child respond, and say, THAT'S RIGHT, JIMMY (SUE) (point to Jimmy [Sue]). If the child does not respond correctly to the memory cues, repeat the story.

> The memory cue is only to assure that the child understands the story. It can, in subsequent stories, be shortened to, WHO HAS IT?, WHO WANTS IT? The tester can judge at what point in the test memory cues are no longer needed. The direction, YOU CAN POINT, is given because the child does not need to remember the names of characters. Names are presented for interest only.

No encouragements/use probes

● JIMMY (SUE) WANTS TO PLAY WITH THE TRUCK (DOLL). WHAT CAN HE/SHE DO TO GET A CHANCE TO PLAY WITH THE TRUCK (DOLL)?

See the administration manual for relevant information regarding probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

When the child responds with a relevant solution to the problem say,

● THAT'S ONE WAY. NOW THE IDEA OF THIS GAME IS TO THINK OF LOTS OF WAYS TO GET A CHANCE TO PLAY WITH TOYS. O.K.?

Use different names in the following items.

2. Shovel

- HERE'S ____(A)____.

  Place the picture upright in full view of the child.

- HERE'S ____(B)____.

  Place the picture next to (A).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the shovel and let the child respond. If the child answers incorrectly say, THIS IS A SHOVEL.
  Place the shovel so it overlaps with (A).

- NOW, LET'S PRETEND THAT (A) HAS BEEN PLAYING WITH THIS SHOVEL ALL MORNING AND (B) WANTS A CHANCE TO PLAY WITH IT.

- (Memory cue): WHO HAS IT? WHO WANTS IT? (Use longer version if necessary.)

- (B) WANTS TO PLAY WITH THE SHOVEL. WHAT CAN HE/SHE DO TO GET A CHANCE TO PLAY WITH THE SHOVEL.

  See the administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

When the child responds with a second relevant solution, say,

- NOW YOU'VE GOT THE IDEA OF THE GAME. NOW YOU'VE GOT TWO WAYS.

No encouragements/use probes.

3. Kite

- HERE'S ____(C)____.

  Place the picture upright in full view of the child.

- HERE'S ____(D)____.

  Place the picture next to (C).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the kite and let the child respond. If the child answers incorrectly say, THIS IS A KITE.

  Place the kite so it overlaps with (C).

- NOW, (C) HAS BEEN OUT IN THE YARD PLAYING WITH THIS KITE FOR A LONG TIME AND (D) THINKS HE WOULD LIKE TO PLAY WITH THE KITE.

  Use a memory cue here if needed.

- WHAT CAN (D) (point to D) DO SO HE/SHE CAN HAVE A CHANCE TO FLY THE KITE (point to the kite)?

  See administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

4. Swing

- HERE'S ____(E)____.

  Place the picture upright in full view of the child.

- HERE'S ____(F)____.

  Place the picture next to (E).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the swing and let the child respond. If the child answers incorrectly say, THIS IS A SWING.

  Place the swing so it overlaps with (E).

- TODAY (F) WANTS TO USE THE SWING BUT (E) IS ALREADY ON IT.

  Use a memory cue here if needed.

- WHAT CAN (F) (point to F) DO SO HE/SHE CAN HAVE A CHANCE ON THE SWING (point to the swing)?

  See the administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

204

No encouragement/use probes

5. Drum

- HERE'S ____(X)____.

  Place the picture upright in full view of the child.

- HERE'S ____(Y)____.

  Place the picture next to (X).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the drum and let the child respond. If the child answers incorrectly say, THIS IS A DRUM.

  Place the drum so it overlaps with (X).

- ONE DAY (X) WAS PLAYING WITH THIS DRUM AND HE/SHE WAS PLAYING WITH IT FOR A LONG TIME. (Y) WANTED TO PLAY WITH IT.

  Use a memory cue here if needed.

- WHAT CAN (Y) (point to Y) DO SO HE/SHE CAN GET TO PLAY WITH THE DRUM (point to the drum)?

  See the administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

No encouragements/use probes

6. Boat

- HERE'S ____(M)____.

  Place the picture upright in full view of the child.

- HERE'S ____(N)____.

  Place the picture next to (M).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the boat and let the child respond. If the child **answers incorrectly say, THIS IS A BOAT.**

  Place the boat so it overlaps with (M).

- (M) HAS BEEN PLAYING WITH THIS BOAT FOR A LONG TIME AND (N) WANTS TO PLAY WITH IT.

  Use a memory cue here if needed.

- WHAT CAN (N) (point to N) DO SO HE/SHE CAN GET TO PLAY WITH THE BOAT (point to the boat)?

  See the administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

NO encouragement/use probes

7. Bicycle

- HERE'S ____(R)____.

  Place the picture upright in full view of the child.

- HERE'S ____(R)____.

  Place the picture next to (R).

- CAN YOU TELL ME WHAT TOY THIS IS?

  Hold up the bicycle and let the child respond. If the child answers incorrectly say, THIS IS A BICYCLE.

  Place the bicycle so it overlaps with (R).

- NOW, (R) HAS HAD THE BICYCLE ALL MORNING AND (S) WANTS TO HAVE A CHANCE WITH IT.

  Use a memory cue here if needed.

- WHAT CAN (S) (point to S) DO SO HE/SHE CAN RIDE THE BICYCLE (point to the bicycle)?

  See the administration manual for information on probing and recording responses.

Child's Response	Codes	H/S Use
	DK-R-NR	
	DK-R-NR	
	DK-R-NR	

Scoring

66 cols. (2 cols. for each of the categories on the PIPS Score **Form**) 0=missing data.

Each response the child gives is recorded on the PIPS Score **Form** (see last page). In scoring the PIPS each response that the **child** gives is classified into a solution or non-solution category. **Below** is a detailed list of relevant child responses given most **frequently** and their placement into 16 solution categories, and **definitions** of the 3 non-solution categories. If a response falls **into** two categories, score it in each. After catagory has been selected code catagory in code box on test form.

SOLUTION CATEGORIES

1. **ASK:** Any asking solution is credited.

   Examples: "Can I hold it (have it, etc.)?"
   "**Ask** him for it."
   "I **want** it.

2. **PLEASE:** This category is different from ASK because the child **said** please.

   Examples: "Say please."
   "**Pretty** please, can I have it?"

3. **LOAN:** This category is different from ASK in that the notion **of** returning the object or playing a short time is introduced.

   Examples: "Can I hold it for a little while?"
   "I'll give it right back."
   "I **won't** keep it."

4. **FAIR**, SHARE, TURNS: Any answer that indicated that the children **could** take turns or share the toys is credited under this **category**. Answers are divided into two groups.

   Simple sharing or taking turns.

   Examples: "They can take turns"
   "They can share it."
   Any form of "play together".

   Fairness (pointing out that the other child has already played with it).

   Examples: "You've had it for a long time and now I want a chance (turn)."

"You've had lots of chances and now I want a chance (turn)."
Any use of the word "fair".

NOTE: For the drum story, "One play with the drumstick and one play with the drum" is repetition of "play together", because the drumsticks go together with the drum. Also, "say they can take turns" is scored the same as "take turns".

5. TRADE, BRIBE: Solutions for this category are divided into four groups.

1 Give the child an object other than one of his toys.

Examples: "Give him candy (money, ice cream, etc.)."

2 Promise or threat.

Examples: "You can come to my house."
"You cannot come to my house."
"You can sleep at my house."
"I'll invite you (or won't invite you) to my birthday party."

3 Trade a toy.

Examples: "You can play with my (toy in story)."
"You can play with my firetruck (toy other than in the story)."
"You can't play with my (toy)."
"B can get another toy and not let A play with it." (This is different from, "get another toy" given alone.)

4 Trade of service.

Examples: "Push him (swing)."
"I'll walk you to school."

(Pushing a child on a swing is more sophisticated than simply saying taking turns, in that the child is doing something for the child on the swing. The implication is that is B pushes A then A will push B. This is different from simply taking turns in that B does not have to be doing anything for A while A is playing.)

NOTE: If the child says "say he'll give him candy if A lets him (b) have the toy", and in another story says "give him candy", score both responses. Whether the child actually gives the candy or uses it as a ploy is not relevant in scoring, just the thought of trading candy for the toy.

6. AUTHORITY INTERVENTION: The concept of telling or using someone else to solve the problem is scored.

Examples: "Get his big sister after him."
"Tell (ask) his mother (father, etc.)."
"His mother (father) will beat him (take the toy away, etc.)."

7. TRICK: This category can receive an indefinite amount of solutions provided each thought is different from any preceeding one.

Examples: "Trick him."
"Tell him his mother's calling him."
"Put his name on it and say it's his (B)."

("Tell him his father is calling him" is a repetition of "Tell him his mother is calling him".)

8. FINAGLE: Any finagle to obtain the toy in question can be credited as long as each answer differs in content from other ones.

Examples: "You don't know how to play with the (boat)."
"You can have more fun if you play with me."
"You can play with something else while I play with the (toy)."*
"Only us can play, no one else."

("Show her the boat needs water" is another way of saying "I'll show you how to (spin the top)".)

*(The solution "You can ply with something else" is different from a TRADE in that B is not offering an exchange, but rather, is interesting A in engaging in a different activity, or is in some way distracting him from his interest in the toy.)

9. MANIPULATE AFFECT: The solutions for this category are grouped in four ways.

Scare.
Examples: "Scare him away."
"Put a sheet on and he'll run away."
"Tickle him from behind and he'll run."
"Scream real loud and he'll run away."
"Be mean to him" "Holler till he gives me the toy"

Influence child through threat of friendship withdrawal.
Examples: "B says, 'I like you.'"
"I won't like you if..."
"Say she won't speak to him."
"I'll be your friend."

Influence child by expressing like or dislike over the toy.
Examples: "I really like that toy."
"I don't like that old toy."

(The solution "I don't want that old toy" is a form of manipulative affect and different from "He (B) doesn't want it", an irrelevant avoidance of the problem.)

Influence child by using emotions so he'll feel sorry and give the toy.
Examples: "Cry so he'll feel bad."
"Say, 'I don't have any toys to play with.'"
"Look real sad."

(If the solution "cry" is clearly a form of MANIPULATIVE AFFECT it is credited. If crying is simply a response to not being able to have the toy it is irrelevant.)

10. GET MAD: Any use of the word "mad", e.g., "be mad", "B will get mad", "Look mad", etc. is scored separately from the use of the word SAD in that a different emotion is expressed and therefore different content of thought. For a word solution to be scored in this category, however, the word MAD (ANGRY) must be expressed.

11. WAIT: Any solution indicating "wait" is scored.

Examples: "Wait til he's finished."
"Can I have it (hold it, play with it) when you're finished (done)?"
"When he's done (meaning B can have it when A is done)."

12. PLAN FOR FUTURE: Child's solution indicates that (B) will get the toy in question in the future.
Examples: "When it's night time, he'll sneak in and take it."
"Take it (B) when A's not looking."
"When he (A) gets a drink of water, B will take it."

(Plan for future is completely separate from WAIT and FORCE-GRAB. The child B is waiting for a specific future time or for A to engage in another activity before he takes the toy.)

13. PHYSICAL ATTACK ON PERSON: These solutions are divided into three groups and involve the child (B) doing physical harm to (A).
Child physically harming the child with the toy.
Examples: "Hit him."
"Kick (bite, scratch) him."

Physically harming the child with the toy by someone other than the child without the toy.
Example: "Get his dog (cat) after him."

Child physically harms the child with the toy in such a way that it is impossible for him to play with his toy.
Examples: "Throw sand in his face so he can't see and then take (the shovel)."
"Splash him with water so he can't play with (the boat)."

(If the child said, "Throw sand in his face so he cannot see and then take it", he would be credited with two solutions (1 under physical attack and 1 under force-grab).

14. FORCE-GRAB: The child's answer involves taking or snatching the toy.
Examples: "He takes it."
"He grabs it."

15. DAMAGE TO PROPERTY: The act of, or threat of damage to property is scored as a separate category. Threat of breaking toy is different from actually breaking it. The threat might serve as a solution but in actually breaking the toy neither child could play with it and the response is irrelevant. Unlike other responses, then, where a threat or actual act are credited as the same, "Say I'll break it" is scored and "Break it" is not.
Examples: "I'll smash your car."
"I'll rip your clothes."

16. COMMAND: The child demands that (A) give it to him.
Examples: "Give it to me."
"Gimme."
"That's mine."
"I want it now."

THERE IS NO CATEGORY CALLED THREAT BECAUSE NEARLY EVERY THREAT CAN BE CLASSIFIED ELSEWHERE.

NON-SOLUTION CATEGORIES

Each time one of the following non-solutions is given by the child, place a mark in that particular category.

a) Related Goal: The child suggests that the character in the story get another toy of the same kind as the stated toy, but not the stated toy itself.

b) Substitute Goal: The child suggests the character in the story get a toy different from the stated toy.

c) Irrelevant: A response is offered by the child that neither solves not attempts to solve the problem as stated.

d) Don't know, Refusal, No Response

II. INTERNAL CONSISTENCE AND STABILITY OF CHILD MEASURES

Table H-9

Internal Consistency of Child Measures Estimated by Cronbach's Alpha: Kindergarten-Grade Three[a]

	Kindergarten		Grade 1		Grade 2		Grade 3	
	N	Alpha	N	Alpha	N	Alpha	N	Alpha
MAT Reading	-	---	-	---	463	.88	247	.94
BSM	636	.74	542	.75	468	.72	328	.68
Verbal Fluency	636	.68	551	.76	-	---	-	---
Verbal Memory 1	636	.73	-	---	-	---	-	---
Verbal Memory 2	636	.75	-	---	-	---	-	---
POCL 1: Task Orientation	595	.92	517	.97	437	.95	357	.93
CI 2: Interest in Reading	-	---	534	.94	455	.94	369	.94
CRS 3: Learning Orientation	662	.83	513	.93	435	.93	349	.92
CI 1: Attitude toward School	-	---	544	.54	464	.47	368	.47
POCL 2: Sociability	595	.87	517	.89	460	.91	371	.90
CRS 1: Independence	680	.79	528	.77	447	.82	356	.71
CRS 2: Social Adjustment	676	.85	530	.87	441	.89	355	.88

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[a] Three instruments which do not lend themselves to computation of alpha are not included: the Preschool Interpersonal Problem Solving Task and the Peabody Individual Achievement Tests.

III. DERIVATION OF FACTORS FROM HEAD START TEST SCORES

Two factor scores were derived from baseline (Head Start) tests and ratings by varimax rotation of principal components. Communalities, factor loadings, and the variance explained by each factor are presented in Table H-10.

Table H-10

Results of Varimax Rotation of Two Principal Components with Normalized Loadings

Variable	Communality	Loadings Factor 1	 Factor 2
BSM	.56634	.73326	.16933
Block Design	.52895	.72687	-.02479
Verbal Fluency	.57505	.58375	.48403
Verbal Memory 1	.46616	.43353	.52745
Verbal Memory 2	.52287	.50311	.51937
Draw-A-Child	.51077	.68672	.19797
PIPS	.44604	.52113	.41770
POCL 1	.74670	.22867	.83331
POCL 2	.72969	-.04761	.85289
Cummulative % Variance		29.4	56.6

The factors have not been "named" in this report because their meanings were not entirely clear. However, whatever social-psychological constructs are measured, both predict later performance of children through third grade.

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 PIATMATH  (EACH X= 1)

 3.0000       0 +
 8.0000      26 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 13.000      66 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000      25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 23.000       5 +XXXXX
 28.000       1 +X
 33.000       1 +X

 MISSING     20
 TOTAL      144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 PIATMATH  (EACH X= 1)

 3.0000       1 +X
 8.0000      31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 13.000      98 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000      20 +XXXXXXXXXXXXXXXXXXXX
 23.000       2 +XX
 28.000       2 +XX
 33.000       1 +X

 MISSING     27
 TOTAL      182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIATMATH  (EACH X= 1)

 3.0000        0 +
 8.0000        2 +XX
 13.000       42 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       42 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000       14 +XXXXXXXXXXXXXX
 33.000        3 +XXX
 38.000        4 +XXXX

 MISSING       4
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIATMATH  (EACH X= 1)

 3.0000        0 +
 8.0000        9 +XXXXXXXXX
 13.000       49 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       52 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000       34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000        9 +XXXXXXXXX
 33.000        7 +XXXXXXX
 38.000        2 +XX

 MISSING      20
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 PIATMATH  (EACH X= 1)

 3.0000        0 +
 8.0000        1 +X
 13.000       10 +XXXXXXXXXX
 18.000       19 +XXXXXXXXXXXXXXXXXXX
 23.000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 33.000       23 +XXXXXXXXXXXXXXXXXXXXXXX
 38.000       10 +XXXXXXXXXX
 43.000        6 +XXXXXX
 48.000        1 +X

 MISSING       8
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 PIATMATH  (EACH X= 1)

 3.0000        0 +
 8.0000        2 +XX
 13.000       14 +XXXXXXXXXXXXXX
 18.000       28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000       40 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000       29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 33.000       23 +XXXXXXXXXXXXXXXXXXXXXXX
 38.000       18 +XXXXXXXXXXXXXXXXXX
 43.000        6 +XXXXXX
 48.000        1 +X
 53.000        1 +X

 MISSING      20
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PIATMATH  (EACH X= 1)

 3.0000         0 +
 8.0000         1 +X
 13.000         1 +X
 18.000         5 +XXXXX
 23.000        22 +XXXXXXXXXXXXXXXXXXXXXX
 28.000        21 +XXXXXXXXXXXXXXXXXXXXX
 33.000        19 +XXXXXXXXXXXXXXXXXXX
 38.000        33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 48.000         8 +XXXXXXXX
 53.000         2 +XX

 MISSING        4
 TOTAL        144   (INTERVAL WIDTH= 5.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PIATMATH  (EACH X= 1)

 3.0000         0 +
 8.0000         1 +X
 13.000         3 +XXX
 18.000        12 +XXXXXXXXXXXX
 23.000        20 +XXXXXXXXXXXXXXXXXXXX
 28.000        29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 33.000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000        32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000        33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 48.000        13 +XXXXXXXXXXXXX
 53.000         3 +XXX
 58.000         1 +X
 63.000         1 +X

 MISSING        6
 TOTAL        182   (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC   CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 PIATREAD  (EACH X= 1)

 3.0000         0 +
 8.0000        12 +XXXXXXXXXXXX
 13.000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        78 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000         1 +X
 28.000         1 +X
 33.000         1 +X
 38.000         1 +X

 MISSING       22
 TOTAL        144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP   CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 PIATREAD  (EACH X= 1)

 3.0000         2 +XX
 8.0000        25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 13.000        36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        84 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000         3 +XXX

 MISSING       32
 TOTAL        182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIATREAD  (EACH X= 1)

 3.0000         1 +X
 8.0000         1 +X
 13.000         3 +XXX
 18.000        38 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000        65 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000        16 +XXXXXXXXXXXXXXXX
 33.000         5 +XXXXX
 38.000         5 +XXXXX
 43.000         2 +XX

 MISSING        8
 TOTAL        144  (INTERVAL WIDTH= 5.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIATREAD  (EACH X= 1)

 3.0000         0 +
 8.0000         3 +XXX
 13.000         7 +XXXXXXX
 18.000        33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 23.000        69 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 28.000        27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 33.000        12 +XXXXXXXXXXXX
 38.000         3 +XXX
 43.000         3 +XXX

 MISSING       25
 TOTAL        182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 MAT READING  (EACH X= 1)

 4.0000        0 +
 7.0000        0 +
 10.000        1 +X
 13.000        1 +X
 16.000        3 +XXX
 19.000        2 +XX
 22.000        3 +XXX
 25.000       13 +XXXXXXXXXXXXX
 28.000       11 +XXXXXXXXXXX
 31.000       21 +XXXXXXXXXXXXXXXXXXXXX
 34.000       41 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 37.000       46 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       2
 TOTAL       144  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 MAT READING  (EACH X= 1)

 4.0000        0 +
 7.0000        0 +
 10.000        1 +X
 13.000        1 +X
 16.000        0 +
 19.000        2 +XX
 22.000       10 +XXXXXXXXXX
 25.000       19 +XXXXXXXXXXXXXXXXXXX
 28.000       22 +XXXXXXXXXXXXXXXXXXXXXX
 31.000       23 +XXXXXXXXXXXXXXXXXXXXXXX
 34.000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 37.000       58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING      13
 TOTAL       182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 MAT READING  (EACH X= 1)

 4.0000        1 +X
 7.0000        0 +
 10.000        1 +X
 13.000        5 +XXXXX
 16.000        3 +XXX
 19.000       13 +XXXXXXXXXXXXX
 22.000        7 +XXXXXXX
 25.000       10 +XXXXXXXXXX
 28.000       10 +XXXXXXXXXX
 31.000        8 +XXXXXXXX
 34.000        9 +XXXXXXXXX
 37.000       11 +XXXXXXXXXXX
 40.000       12 +XXXXXXXXXXXX
 43.000       11 +XXXXXXXXXXX
 46.000        5 +XXXXX
 49.000       12 +XXXXXXXXXXXX
 52.000       12 +XXXXXXXXXXXX
 55.000        4 +XXXX

 MISSING      10
 TOTAL       144  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 MAT READING  (EACH X= 1)

 4.0000        0 +
 7.0000        3 +XXX
 10.000        5 +XXXXX
 13.000        6 +XXXXXX
 16.000       10 +XXXXXXXXXX
 19.000       11 +XXXXXXXXXXX
 22.000        6 +XXXXXX
 25.000       13 +XXXXXXXXXXXXX
 28.000       12 +XXXXXXXXXXXX
 31.000       12 +XXXXXXXXXXXX
 34.000       17 +XXXXXXXXXXXXXXXXX
 37.000        9 +XXXXXXXXX
 40.000       14 +XXXXXXXXXXXXXX
 43.000       22 +XXXXXXXXXXXXXXXXXXXXXX
 46.000       16 +XXXXXXXXXXXXXXXX
 49.000       13 +XXXXXXXXXXXXX
 52.000        7 +XXXXXXX
 55.000        4 +XXXX

 MISSING       2
 TOTAL       182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 BSM.ENG  (EACH X= 1)

 0.           0 +
 2.0000       1 +X
 4.0000       0 +
 6.0000       2 +XX
 8.0000      10 +XXXXXXXXXX
 10.000      20 +XXXXXXXXXXXXXXXXXXXX
 12.000      28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 14.000      39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000      26 +XXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING     18
 TOTAL      144  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 BSM.ENG  (EACH X= 1)

 0.           1 +X
 2.0000       0 +
 4.0000       1 +X
 6.0000      12 +XXXXXXXXXXXX
 8.0000      18 +XXXXXXXXXXXXXXXXXX
 10.000      24 +XXXXXXXXXXXXXXXXXXXXXXXX
 12.000      33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 14.000      31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000      29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       2 +XX

 MISSING     31
 TOTAL      182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 BSM.ENG  (EACH X=  1)

 0.             0 +
 2.0000         0 +
 4.0000         0 +
 6.0000         2 +XX
 8.0000        13 +XXXXXXXXXXXXX
 10.000        12 +XXXXXXXXXXXX
 12.000        25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 14.000        44 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000        43 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000         4 +XXXX

 MISSING        1
 TOTAL        144  (INTERVAL WIDTH= 2.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 BSM.ENG  (EACH X=  1)

 0.             0 +
 2.0000         0 +
 4.0000         1 +X
 6.0000         4 +XXXX
 8.0000        12 +XXXXXXXXXXXX
 10.000        24 +XXXXXXXXXXXXXXXXXXXXXXXX
 12.000        31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 14.000        47 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000        45 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000         3 +XXX

 MISSING       15
 TOTAL        182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 BSM.ENG  (EACH X= 1)

 0.           0 +
 2.0000       0 +
 4.0000       0 +
 6.0000       2 +XX
 8.0000       4 +XXXX
 10.000       9 +XXXXXXXXX
 12.000      14 +XXXXXXXXXXXXXX
 14.000      46 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000      59 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       8 +XXXXXXXX

 MISSING      2
 TOTAL      144  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 BSM.ENG  (EACH X= 1)

 0.           0 +
 2.0000       0 +
 4.0000       1 +X
 6.0000       5 +XXXXX
 8.0000       9 +XXXXXXXXX
 10.000      16 +XXXXXXXXXXXXXXXX
 12.000      22 +XXXXXXXXXXXXXXXXXXXXXX
 14.000      50 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000      61 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       7 +XXXXXXX

 MISSING     11
 TOTAL      182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 BSM.ENG  (EACH X= 1)

 0.            0 +
 2.0000        0 +
 4.0000        1 +X
 6.0000        3 +XXX
 8.0000        7 +XXXXXXX
 10.000        8 +XXXXXXXX
 12.000       14 +XXXXXXXXXXXXXX
 14.000       30 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000       42 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000        8 +XXXXXXXX
 22.000        4 +XXXX

 TOTAL        144  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 BSM.ENG  (EACH X= 1)

 0.            0 +
 2.0000        0 +
 4.0000        0 +
 6.0000        5 +XXXXX
 8.0000       10 +XXXXXXXXXX
 10.000       14 +XXXXXXXXXXXXXX
 12.000       17 +XXXXXXXXXXXXXXXXX
 14.000       43 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 16.000       51 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       30 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000       11 +XXXXXXXXXXX
 22.000        1 +X

 TOTAL        182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 VERBAL FLUENCY  (EACH X= 1)

 0.            0 +
 5.0000        9 +XXXXXXXXX
 10.000       37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000       40 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000       27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 25.000       10 +XXXXXXXXXX
 30.000        3 +XXX

 MISSING      18
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 VERBAL FLUENCY  (EACH X= 1)

 0.            5 +XXXXX
 5.0000       18 +XXXXXXXXXXXXXXXXXX
 10.000       36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000       55 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000       24 +XXXXXXXXXXXXXXXXXXXXXXXX
 25.000       10 +XXXXXXXXXX
 30.000        2 +XX
 35.000        1 +X

 MISSING      31
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 VERBAL FLUENCY  (EACH X= 1)

 0.             0 +
 5.0000         4 +XXXX
 10.000        34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        46 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000        38 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 25.000         8 +XXXXXXXX
 30.000        10 +XXXXXXXXXX
 35.000         3 +XXX

 MISSING        1
 TOTAL        144  (INTERVAL WIDTH= 5.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 VERBAL FLUENCY  (EACH X= 1)

 0.             1 +X
 5.0000         6 +XXXXXX
 10.000        32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        68 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 20.000        39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 25.000        16 +XXXXXXXXXXXXXXXX
 30.000         3 +XXX
 35.000         0 +
 40.000         1 +X
 45.000         1 +X

 MISSING       15
 TOTAL        182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 VERBAL MEMORY 1  (EACH X= 1)

 O.            0 +
 2.0000        0 +
 4.0000        1 +X
 6.0000        3 +XXX
 8.0000        3 +XXX
 10.000        3 +XXX
 12.000        3 +XXX
 14.000       15 +XXXXXXXXXXXXXXX
 16.000       18 +XXXXXXXXXXXXXXXXXX
 18.000       19 +XXXXXXXXXXXXXXXXXXX
 20.000       15 +XXXXXXXXXXXXXXX
 22.000       13 +XXXXXXXXXXXXX
 24.000       15 +XXXXXXXXXXXXXXX
 26.000        9 +XXXXXXXXX
 28.000        6 +XXXXXX
 30.000        1 +X
 32.000        2 +XX

 MISSING      18
 TOTAL       144   (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 VERBAL MEMORY 1  (EACH X= 1)

 O.            2 +XX
 2.0000        0 +
 4.0000        0 +
 6.0000        1 +X
 8.0000        1 +X
 10.000        4 +XXXX
 12.000        7 +XXXXXXX
 14.000       17 +XXXXXXXXXXXXXXXXX
 16.000       29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       21 +XXXXXXXXXXXXXXXXXXXXX
 20.000       20 +XXXXXXXXXXXXXXXXXXXX
 22.000       20 +XXXXXXXXXXXXXXXXXXXX
 24.000       15 +XXXXXXXXXXXXXXX
 26.000        7 +XXXXXXX
 28.000        6 +XXXXXX
 30.000        0 +
 32.000        1 +X

 MISSING      31
 TOTAL       182   (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 VERBAL MEMORY 2  (EACH X= 1)

 O.            7 +XXXXXXX
 1.0000        3 +XXX
 2.0000        5 +XXXXX
 3.0000        6 +XXXXXX
 4.0000       12 +XXXXXXXXXXXX
 5.0000       19 +XXXXXXXXXXXXXXXXXXX
 6.0000       21 +XXXXXXXXXXXXXXXXXXXXX
 7.0000       17 +XXXXXXXXXXXXXXXXX
 8.0000       11 +XXXXXXXXXXX
 9.0000       16 +XXXXXXXXXXXXXXXX
 10.000        6 +XXXXXX
 11.000        3 +XXX

 MISSING      18
 TOTAL       144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 VERBAL MEMORY 2  (EACH X= 1)

 O.           18 +XXXXXXXXXXXXXXXXXX
 1.0000        1 +X
 2.0000        2 +XX
 3.0000        7 +XXXXXXX
 4.0000       11 +XXXXXXXXXXX
 5.0000       21 +XXXXXXXXXXXXXXXXXXXXX
 6.0000       34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000       27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 8.0000       18 +XXXXXXXXXXXXXXXXXX
 9.0000       10 +XXXXXXXXXX
 10.000        1 +X
 11.000        1 +X

 MISSING      31
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 DRAW A CHILD  (EACH X= 1)

 O.            O +
 1.0000        O +
 2.0000        O +
 3.0000        2 +XX
 4.0000        1 +X
 5.0000        8 +XXXXXXXX
 6.0000       14 +XXXXXXXXXXXXXX
 7.0000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 8.0000       20 +XXXXXXXXXXXXXXXXXXXX
 9.0000       39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 10.000       17 +XXXXXXXXXXXXXXXXX

 MISSING      18
 TOTAL       144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 DRAW A CHILD  (EACH X= 1)

 O.            O +
 1.0000        O +
 2.0000        O +
 3.0000        2 +XX
 4.0000        5 +XXXXX
 5.0000        8 +XXXXXXXX
 6.0000       17 +XXXXXXXXXXXXXXXXX
 7.0000       27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 8.0000       32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 9.0000       44 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 10.000       16 +XXXXXXXXXXXXXXXX

 MISSING      31
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 POCL1    TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        0 +
 18.000        3 +XXX
 23.000        3 +XXX
 28.000       11 +XXXXXXXXXXX
 33.000       37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000       31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000       14 +XXXXXXXXXXXXXX
 48.000       14 +XXXXXXXXXXXXXX
 53.000        2 +XX
 58.000        1 +X

 MISSING      28
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 POCL1    TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        1 +X
 18.000        4 +XXXX
 23.000        5 +XXXXX
 28.000       22 +XXXXXXXXXXXXXXXXXXXXXX
 33.000       32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 43.000       19 +XXXXXXXXXXXXXXXXXXX
 48.000       19 +XXXXXXXXXXXXXXXXXXX
 53.000       11 +XXXXXXXXXXX
 58.000        1 +X

 MISSING      43
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        1 +X
 18.000        2 +XX
 23.000        3 +XXX
 28.000       12 +XXXXXXXXXXXX
 33.000       22 +XXXXXXXXXXXXXXXXXXXXXX
 38.000       16 +XXXXXXXXXXXXXXXX
 43.000       14 +XXXXXXXXXXXXXX
 48.000       22 +XXXXXXXXXXXXXXXXXXXXXX
 53.000       23 +XXXXXXXXXXXXXXXXXXXXXXX
 58.000       16 +XXXXXXXXXXXXXXXX

 MISSING      13
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        2 +XX
 18.000        6 +XXXXXX
 23.000        2 +XX
 28.000       15 +XXXXXXXXXXXXXXX
 33.000       32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000       24 +XXXXXXXXXXXXXXXXXXXXXXXX
 43.000       18 +XXXXXXXXXXXXXXXXXX
 48.000       29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 53.000       15 +XXXXXXXXXXXXXXX
 58.000       17 +XXXXXXXXXXXXXXXXX

 MISSING      22
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        1 +X
 18.000        2 +XX
 23.000        4 +XXXX
 28.000       12 +XXXXXXXXXXXX
 33.000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 38.000       17 +XXXXXXXXXXXXXXXXX
 43.000       19 +XXXXXXXXXXXXXXXXXXX
 48.000       28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 53.000       15 +XXXXXXXXXXXXXXX
 58.000       12 +XXXXXXXXXXXX

 MISSING       9
 TOTAL       144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000        0 +
 13.000        3 +XXX
 18.000        3 +XXX
 23.000       12 +XXXXXXXXXXXX
 28.000       13 +XXXXXXXXXXXXX
 33.000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 38.000       28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000       21 +XXXXXXXXXXXXXXXXXXXXX
 48.000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 53.000       18 +XXXXXXXXXXXXXXXXXX
 58.000        5 +XXXXX

 MISSING      29
 TOTAL       182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000         1 +X
 13.000         2 +XX
 18.000         4 +XXXX
 23.000        11 +XXXXXXXXXXX
 28.000        19 +XXXXXXXXXXXXXXXXXXX
 33.000        34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000        29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000        13 +XXXXXXXXXXXXX
 48.000        22 +XXXXXXXXXXXXXXXXXXXXXX
 53.000         5 +XXXXX
 58.000         4 +XXXX

 TOTAL        144  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 POCL1   TASK ORIENTATION  (EACH X= 1)

 8.0000         0 +
 13.000         0 +
 18.000         3 +XXX
 23.000         7 +XXXXXXX
 28.000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 33.000        46 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 38.000        29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 43.000        27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 48.000        32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 53.000         6 +XXXXXX
 58.000         3 +XXX

 MISSING        1
 TOTAL        182  (INTERVAL WIDTH= 5.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CI.2   INTEREST IN READING  (EACH X= 1)

 1.0000       19 +XXXXXXXXXXXXXXXXXXX
 3.0000       83 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       3
 TOTAL       144  (INTERVAL WIDTH= 2.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CI.2   INTEREST IN READING  (EACH X= 1)

 1.0000       24 +XXXXXXXXXXXXXXXXXXXXXXXX
 3.0000       93 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       47 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING      18
 TOTAL       182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CI.2   INTEREST IN READING  (EACH X= 1)

 1.0000        9 +XXXXXXXXX
 3.0000       58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       73 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       4
 TOTAL       144  (INTERVAL WIDTH= 2.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CI.2   INTEREST IN READING  (EACH X= 1)

 1.0000       20 +XXXXXXXXXXXXXXXXXXXX
 3.0000       80 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       65 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING      17
 TOTAL       182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 CI.2   INTEREST IN READING  (EACH X= 1)

 1.0000        5 +XXXXX
 3.0000       78 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       61 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 TOTAL       144  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 CI.2   INTEREST IN READING  (EACH X= 2)

 1.0000       18 +XXXXXXXXX
 3.0000      111 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       53 +XXXXXXXXXXXXXXXXXXXXXXXXXXX

 TOTAL       182  (INTERVAL WIDTH= 2.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000        6 +XXXXXX
 2.0000       21 +XXXXXXXXXXXXXXXXXXXXX
 3.0000       57 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       42 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       16 +XXXXXXXXXXXXXXXX

 MISSING       2
 TOTAL       144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1979 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000        9 +XXXXXXXXX
 2.0000       32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000       77 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       16 +XXXXXXXXXXXXXXXX

 MISSING      20
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000         2 +XX
 2.0000        19 +XXXXXXXXXXXXXXXXXXX
 3.0000        63 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        40 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        15 +XXXXXXXXXXXXXXX

 MISSING        5
 TOTAL        144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000         8 +XXXXXXXX
 2.0000        31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        74 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        18 +XXXXXXXXXXXXXXXXXX

 MISSING       12
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000         6 +XXXXXX
 2.0000        17 +XXXXXXXXXXXXXXXXX
 3.0000        69 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        15 +XXXXXXXXXXXXXXX

 TOTAL        144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CRS.3   LEARNING ORIENTATION  (EACH X= 1)

 1.0000         6 +XXXXXX
 2.0000        31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        72 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        38 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        24 +XXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       11
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 1)

 0.            0 +
 1.0000       10 +XXXXXXXXXX
 2.0000       74 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000       53 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        6 +XXXXXX

 MISSING       1
 TOTAL       144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 1)

 0.            0 +
 1.0000       20 +XXXXXXXXXXXXXXXXXXXX
 2.0000       73 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000       67 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        5 +XXXXX

 MISSING      17
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 1)

 0              0 +
 1.0000         8 +XXXXXXXX
 2.0000        92 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        41 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         1 +X

 MISSING        2
 TOTAL        144  (INTERVAL WIDTH= 1.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 1)

 0.             0 +
 1.0000        13 +XXXXXXXXXXXXX
 2.0000        92 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        59 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         6 +XXXXXX

 MISSING       12
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 1)

 0              0 +
 1.0000         5 +XXXXX
 2.0000        89 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        48 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         2 +XX

 TOTAL        144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CI.SCL1   ATTITUDE TOWARD TEACHER  (EACH X= 2)

 0              0 +
 1.0000        11 +XXXXXX
 2.0000       119 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        48 +XXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         4 +XX

 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 1)

 1.0000          1 +X
 2.0000          6 +XXXXXX
 3.0000         11 +XXXXXXXXXXX
 4.0000         14 +XXXXXXXXXXXXXX
 5.0000         95 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING        17
 TOTAL         144  (INTERVAL WIDTH= 1.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 2)

 1.0000          2 +X
 2.0000          6 +XXX
 3.0000          8 +XXXX
 4.0000         13 +XXXXXXX
 5.0000        110 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING        43
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 1)

 1.0000        4 +XXXX
 2.0000        2 +XX
 3.0000       11 +XXXXXXXXXXX
 4.0000       22 +XXXXXXXXXXXXXXXXXXXXXX
 5.0000       96 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       9
 TOTAL       144  (INTERVAL WIDTH= 1.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 2)

 1.0000        2 +X
 2.0000        3 +XX
 3.0000       13 +XXXXXXX
 4.0000       17 +XXXXXXXXX
 5.0000      109 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING      38
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 1)

 1.0000         7 +XXXXXXX
 2.0000         2 +XX
 3.0000        16 +XXXXXXXXXXXXXXXX
 4.0000        19 +XXXXXXXXXXXXXXXXXXX
 5.0000        82 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       18
 TOTAL        144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PI   ATTITUDE TOWARD SCHOOL  (EACH X= 2)

 1.0000         4 +XX
 2.0000         1 +X
 3.0000        17 +XXXXXXXXX
 4.0000        29 +XXXXXXXXXXXXXXX
 5.0000       102 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       29
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000         0 +
 .75000         2 +X
 .85000        17 +XXXXXXXXX
 .95000       115 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       10
 TOTAL        144  (INTERVAL WIDTH= .10000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000         0 +
 .75000         4 +XX
 .85000        24 +XXXXXXXXXXXX
 .95000       130 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       24
 TOTAL        182  (INTERVAL WIDTH= .10000)
```

```
HISTOGRAM  <1> GROUP PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000       0 +
 .75000       0 +
 .85000      16 +XXXXXXXX
 .95000     108 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING     20
 TOTAL      144  (INTERVAL WIDTH= .10000)
```

```
HISTOGRAM  <2> GROUP COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1980 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000       0 +
 .75000       1 +X
 .85000      23 +XXXXXXXXXXXX
 .95000     130 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING     28
 TOTAL      182  (INTERVAL WIDTH= .10000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000         0 +
 .75000         0 +
 .85000        14 +XXXXXXX
 .95000       105 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       25
 TOTAL        144  (INTERVAL WIDTH= .10000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 SCHOOL ATTENDANCE  (EACH X= 2)

 .65000         0 +
 .75000         0 +
 .85000        15 +XXXXXXXX
 .95000       126 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       41
 TOTAL        182  (INTERVAL WIDTH= .10000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 PIPS  (EACH X= 1)

 O.              1 +X
 1.0000         14 +XXXXXXXXXXXXXX
 2.0000         16 +XXXXXXXXXXXXXXXX
 3.0000         25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         18 +XXXXXXXXXXXXXXXXXX
 6.0000         13 +XXXXXXXXXXXXX
 7.0000          4 +XXXX
 8.0000          O +
 9.0000          1 +X

 MISSING        18
 TOTAL         144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 PIPS  (EACH X= 1)

 O.              2 +XX
 1.0000         17 +XXXXXXXXXXXXXXXXX
 2.0000         22 +XXXXXXXXXXXXXXXXXXXXXX
 3.0000         33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000         11 +XXXXXXXXXXX
 7.0000          8 +XXXXXXXX
 8.0000          1 +X

 MISSING        31
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIPS  (EACH X= 1)

 O.            0 +
 1.0000        9 +XXXXXXXXX
 2.0000       13 +XXXXXXXXXXXXX
 3.0000       27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000       25 +XXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000        8 +XXXXXXXX
 8.0000        3 +XXX

 MISSING       1
 TOTAL       144  (INTERVAL WIDTH= 1.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 PIPS  (EACH X= 1)

 O.            1 +X
 1.0000        9 +XXXXXXXXX
 2.0000       16 +XXXXXXXXXXXXXXXX
 3.0000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000       26 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000        7 +XXXXXXX
 8.0000        1 +X

 MISSING      16
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 PIPS  (EACH X= 1)

 0.              1 +X
 1.0000          3 +XXX
 2.0000          8 +XXXXXXXX
 3.0000         18 +XXXXXXXXXXXXXXXXXX
 4.0000         20 +XXXXXXXXXXXXXXXXXXXX
 5.0000         36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000         34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000         21 +XXXXXXXXXXXXXXXXXXXXX
 8.0000          1 +X

 MISSING         2
 TOTAL         144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 PIPS  (EACH X= 1)

 0.              1 +X
 1.0000          8 +XXXXXXXX
 2.0000         17 +XXXXXXXXXXXXXXXXX
 3.0000         24 +XXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000         29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000         21 +XXXXXXXXXXXXXXXXXXXXX
 8.0000          3 +XXX

 MISSING        11
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PIPS  (EACH X= 1)

 O.             O +
 1.0000         2 +XX
 2.0000         3 +XXX
 3.0000         7 +XXXXXXX
 4.0000        26 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        35 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000        39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000        20 +XXXXXXXXXXXXXXXXXXXX
 8.0000        10 +XXXXXXXXXX
 9.0000         2 +XX

 TOTAL        144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 PIPS  (EACH X= 1)

 O.             O +
 1.0000         3 +XXX
 2.0000         6 +XXXXXX
 3.0000        20 +XXXXXXXXXXXXXXXXXXXX
 4.0000        32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        41 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 6.0000        44 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 7.0000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 8.0000         4 +XXXX
 9.0000         3 +XXX
 10.000         1 +X

 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000        1 +X
 6.0000        4 +XXXX
 9.0000       23 +XXXXXXXXXXXXXXXXXXXXXXX
 12.000       33 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000       36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       15 +XXXXXXXXXXXXXXX
 21.000        4 +XXXX

 MISSING      28
 TOTAL       144  (INTERVAL WIDTH= 3.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1978 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000        1 +X
 6.0000        6 +XXXXXX
 9.0000       22 +XXXXXXXXXXXXXXXXXXXXXX
 12.000       44 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000       37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000       20 +XXXXXXXXXXXXXXXXXXXX
 21.000        9 +XXXXXXXXX

 MISSING      43
 TOTAL       182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         1 +X
 6.0000         7 +XXXXXXX
 9.0000        19 +XXXXXXXXXXXXXXXXXXX
 12.000        27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        21 +XXXXXXXXXXXXXXXXXXXXX
 21.000        29 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       13
 TOTAL        144  (INTERVAL WIDTH= 3.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         1 +X
 6.0000        11 +XXXXXXXXXXX
 9.0000        16 +XXXXXXXXXXXXXXXX
 12.000        36 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        38 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 21.000        30 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       22
 TOTAL        182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         1 +X
 6.0000         9 +XXXXXXXXX
 9.0000         9 +XXXXXXXXX
 12.000        26 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        37 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 21.000        19 +XXXXXXXXXXXXXXXXXXX

 MISSING        9
 TOTAL        144  (INTERVAL WIDTH= 3.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         3 +XXX
 6.0000        11 +XXXXXXXXXXX
 9.0000        15 +XXXXXXXXXXXXXXX
 12.000        34 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        43 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        31 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 21.000        16 +XXXXXXXXXXXXXXXX

 MISSING       29
 TOTAL        182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         1 +X
 6.0000        13 +XXXXXXXXXXXXX
 9.0000        23 +XXXXXXXXXXXXXXXXXXXXXXX
 12.000        39 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        27 +XXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        22 +XXXXXXXXXXXXXXXXXXXXXX
 21.000         9 +XXXXXXXXX

 MISSING       10
 TOTAL        144  (INTERVAL WIDTH= 3.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 POCL 2   SOCIABILITY  (EACH X= 1)

 3.0000         2 +XX
 6.0000         7 +XXXXXXX
 9.0000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX
 12.000        57 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 15.000        42 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 18.000        32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 21.000         8 +XXXXXXXX

 MISSING        6
 TOTAL        182  (INTERVAL WIDTH= 3.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000        3 +XXX
 2.0000       17 +XXXXXXXXXXXXXXXXX
 3.0000       55 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       41 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       22 +XXXXXXXXXXXXXXXXXXXXXX

 MISSING       6
 TOTAL       144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1978 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000        2 +XX
 2.0000       18 +XXXXXXXXXXXXXXXXXX
 3.0000       63 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       45 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       17 +XXXXXXXXXXXXXXXXX

 MISSING      37
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000          1 +X
 2.0000         23 +XXXXXXXXXXXXXXXXXXXXXXX
 3.0000         55 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         40 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         23 +XXXXXXXXXXXXXXXXXXXXXXX

 MISSING         2
 TOTAL         144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000          3 +XXX
 2.0000         13 +XXXXXXXXXXXXX
 3.0000         66 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         48 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING        20
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CRS 1   INDEPENDENCE  (EACH X= 1)

 1.0000          4 +XXXX
 2.0000         11 +XXXXXXXXXXX
 3.0000         69 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         32 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         23 +XXXXXXXXXXXXXXXXXXXXXXX

 MISSING         5
 TOTAL         144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1980 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000          5 +XXXXX
 2.0000         21 +XXXXXXXXXXXXXXXXXXXXX
 3.0000         70 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         52 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         22 +XXXXXXXXXXXXXXXXXXXXXX

 MISSING        12
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000         0 +
 2.0000        18 +XXXXXXXXXXXXXXXXXX
 3.0000        60 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        45 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        20 +XXXXXXXXXXXXXXXXXXXX

 MISSING        1
 TOTAL        144  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1981 CRS.1   INDEPENDENCE  (EACH X= 1)

 1.0000         5 +XXXXX
 2.0000        10 +XXXXXXXXXX
 3.0000        78 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        49 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        28 +XXXXXXXXXXXXXXXXXXXXXXXXXXXX

 MISSING       12
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT      COUNT FOR 1978 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000          0 +
 2.0000         15 +XXXXXXXXXXXXXXX
 3.0000         58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000          7 +XXXXXXX

 MISSING         6
 TOTAL         144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT      COUNT FOR 1978 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000          3 +XXX
 2.0000         21 +XXXXXXXXXXXXXXXXXXXXX
 3.0000         70 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000         41 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000         10 +XXXXXXXXXX

 MISSING        37
 TOTAL         182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000         4 +XXXX
 2.0000        10 +XXXXXXXXXX
 3.0000        55 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        58 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        15 +XXXXXXXXXXXXXXX

 MISSING        2
 TOTAL        144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT     COUNT FOR 1979 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000         0 +
 2.0000        21 +XXXXXXXXXXXXXXXXXXXXX
 3.0000        67 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        63 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        11 +XXXXXXXXXXX

 MISSING       20
 TOTAL        182  (INTERVAL WIDTH= 1.0000)
```

```
HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT      COUNT FOR 1980 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000         2 +XX
 2.0000        11 +XXXXXXXXXXX
 3.0000        62 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        48 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX)XXXXXXXXXXX
 5.0000        16 +XXXXXXXXXXXXXXXX

MISSING         5
TOTAL         144  (INTERVAL WIDTH= 1.0000)


HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT      COUNT FOR 1980 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000         5 +XXXXX
 2.0000        24 +XXXXXXXXXXXXXXXXXXXXXXXX
 3.0000        71 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000        57 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000        13 +XXXXXXXXXXXXX

MISSING        12
TOTAL         182  (INTERVAL WIDTH= 1.0000)
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HISTOGRAM  <1> GROUP:PDC  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000        0 +
 2.0000       13 +XXXXXXXXXXXXX
 3.0000       62 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       53 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       16 +XXXXXXXXXXXXXXXX

 TOTAL       144  (INTERVAL WIDTH= 1.0000)



HISTOGRAM  <2> GROUP:COMP  CASES=LONGSAMP

MIDPOINT    COUNT FOR 1981 CRS.2   SOCIAL ADJUSTMENT  (EACH X= 1)

 1.0000        5 +XXXXX
 2.0000       26 +XXXXXXXXXXXXXXXXXXXXXXXXXX
 3.0000       74 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 4.0000       46 +XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 5.0000       20 +XXXXXXXXXXXXXXXXXXXX

 MISSING      11
 TOTAL       182  (INTERVAL WIDTH= 1.0000)
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V. INTERCORRELATION OF OUTCOME MEASURES WITHIN AND ACROSS YEARS FOR THE TOTAL SAMPLE

KEY TO CHILD OUTCOME MEASURE ABBREVIATIONS

PIATMATH - PEABODY INDIVIDUAL ACHIEVEMENT TEST (MATH SUBTEST)

PIATREAD - PEABODY INDIVIDUAL ACHIEVEMENT TEST (WORD RECOGNITION SUBTEST)

MATRAW - METROPOLITAN ACHIEVEMENT TEST (READING SUBTEST)

BSM.ENG - BILINGUAL SYNTAX MEASURE - ENGLISH VERSION

BLOCKDES - BLOCK DESIGN

VERBFLU - VERBAL FLUENCY

VERBMEM1 - VERBAL MEMORY 1 (WORDS)

VERBMEM2 - VERBAL MEMORY 2 (STORY)

DRAWKID - DRAW-A-CHILD

POCL1TO - PUPIL OBSERVATION CHECKLIST SCALE 1 - TASK ORIENTATION

CI2READ - CHILD INTERVIEW SCALE 2 - INTEREST IN READING

CRS3LRN - CHILD RATING SCALE 3 - LEARNING MOTIVATION

CI1SHCL - CHILD INTERVIEW SCALE 1 - ATTITUDE TOWARD SCHOOL

PI.SCHL - PARENT'S IMPRESSION OF CHILD'S ATTITUDE TOWARD SCHOOL

ATTEND - SCHOOL ATTENDANCE RATE (%)

PIPS - PRESCHOOL INTERPERSONAL PROBLEM SOLVING TASK

POCL2SOC - PUPIL OBSERVATION CHECKLIST SCALE 2 - SOCIABILITY

CRS1INDP - CHILD RATING SCALE - INDEPENDENCE

CRS2SOC - CHILD RATING SCALE - SOCIAL ADJUSTMENT

Table H-11

INTERCORRELATIONS OF BASELINE CHILD MEASURES AT HEAD START (1976-77)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

BSM.ENG	1.0000 (326)	.3902 (326)	.3986 (326)	.3633 (326)	.3284 (326)	.4069 (326)	.4628 (326)	.3138 (326)	.1927 (326)	.7300 (326)	.1755 (326)
BLOCKDES	.3902 (326)	1.0000 (326)	.2905 (326)	.2256 (326)	.3103 (326)	.3887 (326)	.2030 (326)	.2447 (326)	.1071 (326)	.7247 (326)	-.0230 (326)
VERBFLU	.3986 (326)	.2905 (326)	1.0000 (326)	.4430 (326)	.5217 (326)	.4403 (326)	.5021 (326)	.4603 (326)	.3005 (326)	.5722 (326)	.4934 (326)
VERBMEM1	.3633 (326)	.2256 (326)	.4430 (326)	1.0000 (326)	.5086 (326)	.2912 (326)	.3251 (326)	.4447 (326)	.2975 (326)	.4043 (326)	.5416 (326)
VERBMEM2	.3284 (326)	.3103 (326)	.5217 (326)	.5086 (326)	1.0000 (326)	.3685 (326)	.3869 (326)	.4483 (326)	.3212 (326)	.4876 (326)	.5341 (326)
DRAWKID	.4069 (326)	.3887 (326)	.4403 (326)	.2912 (326)	.3685 (326)	1.0000 (326)	.3293 (326)	.3552 (326)	.2055 (326)	.6879 (326)	.2017 (326)
PIPS	.4628 (326)	.2030 (326)	.5021 (326)	.3251 (326)	.3869 (326)	.3293 (326)	1.0000 (326)	.4222 (326)	.2602 (326)	.5131 (326)	.4285 (326)
POCL1TO	.3138 (326)	.2447 (326)	.4603 (326)	.4447 (326)	.4483 (326)	.3552 (326)	.4222 (326)	1.0000 (326)	.6332 (326)	.2211 (326)	.8325 (326)
POCL2SOC	.1927 (326)	.1071 (326)	.3005 (326)	.2975 (326)	.3212 (326)	.2055 (326)	.2602 (326)	.6332 (326)	1.0000 (326)	-.0555 (326)	.8495 (326)
FACTOR1	.7300 (326)	.7247 (326)	.5722 (326)	.4043 (326)	.4876 (326)	.6879 (326)	.5131 (326)	.2211 (326)	-.0555 (326)	1.0000 (326)	-.0022 (326)
FACTOR2	.1755 (326)	-.0230 (326)	.4934 (326)	.5416 (326)	.5341 (326)	.2017 (326)	.4285 (326)	.8325 (326)	.8495 (326)	-.0022 (326)	1.0000 (326)
	BSM.ENG	BLOCKDES	VERBFLU	VERBMEM1	VERBMEM2	DRAWKID	PIPS	POCL1TO	POCL2SOC	FACTOR1	FACTOR2

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-12

INTERCORRELATIONS OF CHILD OUTCOME MEASURES AT SPRING KINDERGARTEN (1978) TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

	PIATMATH	PIATREAD	BSM.ENG	VERBFLU	VERBMEM1	VERBMEM2	DRAWKID	POCL1TO	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	1.0000 (279)	.4879 (272)	.2464 (267)	.3011 (267)	.1786 (267)	.2646 (267)	.2185 (267)	.2983 (246)	.0972 (267)	.1885 (246)	.0930 (248)	.1779 (248)
PIATREAD	.4879 (272)	1.0000 (272)	.2432 (260)	.3857 (260)	.1966 (260)	.1772 (260)	.2110 (260)	.2764 (240)	.1745 (260)	.1357 (240)	.0570 (241)	.2215 (241)
BSM.ENG	.2464 (267)	.2432 (260)	1.0000 (277)	.2034 (277)	.1963 (277)	.1373 (277)	.3265 (277)	.0513 (255)	.1620 (277)	.1574 (255)	-.1457 (247)	-.0203 (247)
VERBFLU	.3011 (267)	.3857 (260)	.2034 (277)	1.0000 (277)	.2820 (277)	.3777 (277)	.2466 (277)	.3729 (255)	.3403 (277)	.2882 (255)	.0819 (247)	.1435 (247)
VERBMEM1	.1786 (267)	.1966 (260)	.1963 (277)	.2820 (277)	1.0000 (277)	.2660 (277)	.1679 (277)	.1822 (255)	.1815 (277)	.0621 (255)	.0101 (247)	.1228 (247)
VERBMEM2	.2646 (267)	.1772 (260)	.1373 (277)	.3777 (277)	.2660 (277)	1.0000 (277)	.1352 (277)	.3461 (255)	.2324 (277)	.2913 (255)	.0145 (247)	.0281 (247)
DRAWKID	.2185 (267)	.2110 (260)	.3265 (277)	.2466 (277)	.1679 (277)	.1352 (277)	1.0000 (277)	.0480 (255)	.0835 (277)	.0589 (255)	.0856 (247)	.1830 (247)
POCL1TO	.2983 (246)	.2764 (240)	.0513 (255)	.3729 (255)	.1822 (255)	.3461 (255)	.0480 (255)	1.0000 (255)	.1536 (255)	.5365 (255)	.1877 (227)	.1088 (227)
PIPS	.0972 (267)	.1745 (260)	.1620 (277)	.3403 (277)	.1815 (277)	.2324 (277)	.0835 (277)	.1536 (255)	1.0000 (277)	.1135 (255)	.0980 (247)	.0917 (247)
POCL2SOC	.1885 (246)	.1357 (240)	.1574 (255)	.2882 (255)	.0621 (255)	.2913 (255)	.0589 (255)	.5365 (255)	.1135 (255)	1.0000 (255)	.0250 (227)	-.1052 (227)
CRS1INDP	.0930 (248)	.0570 (241)	-.1457 (247)	.0819 (247)	.0101 (247)	.0145 (247)	.0856 (247)	.1877 (227)	.0980 (247)	.0250 (227)	1.0000 (283)	.2305 (283)
CRS2SOC	.1779 (248)	.2215 (241)	-.0203 (247)	.1435 (247)	.1228 (247)	.0281 (247)	.1830 (247)	.1088 (227)	.0917 (247)	-.1052 (227)	.2305 (283)	1.0000 (283)

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-13

INTERCORRELATIONS OF CHILD OUTCOME MEASURES AT SPRING FIRST GRADE (1979)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

	PIATMATH	PIATREAD	BSM.ENG	VERBFLU	POCL1TO	CI2READ	CRS3LRN	CI1SCHL	PI.SCHL	ATTEND	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	1.0000 (302)	.5361 (293)	.3747 (302)	.3204 (302)	.3228 (284)	.2574 (298)	.1890 (296)	-.0437 (300)	-.0068 (257)	.0353 (283)	.1368 (301)	.1145 (284)	.1461 (296)	.1088 (296)
PIATREAD	.5361 (293)	1.0000 (293)	.3331 (293)	.1683 (293)	.3347 (276)	.3585 (290)	.3803 (288)	-.0234 (292)	.1592 (251)	.1145 (275)	.0822 (293)	.1304 (276)	.2165 (288)	.2822 (288)
BSM.ENG	.3747 (302)	.3331 (293)	1.0000 (310)	.2125 (310)	.1262 (291)	.1887 (305)	.1094 (304)	-.0677 (308)	-.0213 (262)	.0067 (290)	.1556 (309)	-.0020 (291)	.0116 (304)	.1129 (304)
VERBFLU	.3204 (302)	.1683 (293)	.2125 (310)	1.0000 (310)	.2151 (291)	.2085 (305)	.1762 (304)	.0025 (308)	-.0089 (262)	.0015 (290)	.2394 (309)	.1231 (291)	.0775 (304)	.0847 (304)
POCL1TO	.3228 (284)	.3347 (276)	.1262 (291)	.2151 (291)	1.0000 (291)	.3836 (288)	.2359 (287)	.0438 (291)	.0125 (249)	.1070 (273)	.3303 (291)	.6183 (291)	.0378 (287)	.1184 (287)
CI2READ	.2574 (298)	.3585 (290)	.1887 (305)	.2085 (305)	.3836 (288)	1.0000 (305)	.1685 (300)	-.0648 (305)	-.0542 (260)	.0503 (286)	.2019 (305)	.2092 (288)	.0994 (300)	.1629 (300)
CRS3LRN	.1890 (296)	.3803 (288)	.1094 (304)	.1762 (304)	.2359 (287)	.1685 (300)	1.0000 (304)	.0344 (303)	.2522 (259)	.1479 (288)	.0793 (304)	.0209 (287)	.3734 (304)	.5652 (304)
CI1SCHL	-.0437 (300)	-.0234 (292)	-.0677 (308)	.0025 (308)	.0438 (291)	-.0648 (305)	.0344 (303)	1.0000 (308)	.0224 (262)	.0586 (289)	.0862 (308)	-.0436 (291)	.0574 (303)	.0155 (303)
PI.SCHL	-.0068 (257)	.1592 (251)	-.0213 (262)	-.0089 (262)	.0125 (249)	-.0542 (260)	.2522 (259)	.0224 (262)	1.0000 (266)	-.0395 (249)	.1018 (262)	-.0325 (249)	.1347 (259)	.1941 (259)
ATTEND	.0353 (283)	.1145 (275)	.0067 (290)	.0015 (290)	.1070 (273)	.0503 (286)	.1479 (288)	.0586 (289)	-.0395 (249)	1.0000 (292)	.0614 (290)	.1568 (273)	.0348 (288)	.0459 (288)
PIPS	.1368 (301)	.0822 (293)	.1556 (309)	.2394 (309)	.3303 (291)	.2019 (305)	.0793 (304)	.0862 (308)	.1018 (262)	.0614 (290)	1.0000 (309)	.2784 (291)	.0423 (304)	.0624 (304)
POCL2SOC	.1145 (284)	.1304 (276)	-.0020 (291)	.1231 (291)	.6183 (291)	.2092 (288)	.0209 (287)	-.0436 (291)	-.0325 (249)	.1568 (273)	.2784 (291)	1.0000 (291)	.0025 (287)	-.0598 (287)
CRS1INDP	.1461 (296)	.2165 (288)	.0116 (304)	.0775 (304)	.0378 (287)	.0994 (300)	.3734 (304)	.0574 (303)	.1347 (259)	.0348 (288)	.0423 (304)	.0025 (287)	1.0000 (304)	.2981 (304)
CRS2SOC	.1088 (296)	.2822 (288)	.1129 (304)	.0847 (304)	.1184 (287)	.1620 (300)	.5652 (304)	.0155 (303)	.1941 (259)	.0459 (288)	.0624 (304)	-.0598 (287)	.2981 (304)	1.0000 (304)

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-14

INTERCORRELATIONS OF CHILD OUTCOME MEASURES AT SPRING SECOND GRADE (1980)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

	PIATMATH	MATREAD	BSM.ENG	POCL1TO	CI2READ	CRS3LRN	CI1SCHL	PI.SCHL	ATTEND	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	1.0000 (298)	.4227 (296)	.3554 (298)	.3710 (275)	.2701 (291)	.3091 (294)	-.0533 (297)	-.0471 (266)	.0526 (266)	.2894 (298)	.1740 (275)	.2047 (294)	.1651 (294)
MATREAD	.4227 (296)	1.0000 (311)	.3476 (311)	.2475 (286)	.2399 (303)	.3957 (307)	-.1198 (310)	.1321 (276)	.0680 (276)	.0933 (311)	.0337 (286)	.2247 (307)	.2784 (307)
BSM.ENG	.3554 (298)	.3476 (311)	1.0000 (313)	.2275 (288)	.1939 (305)	.1710 (309)	-.1007 (312)	.0437 (278)	.0541 (278)	.3332 (313)	.0943 (288)	.0983 (309)	.1180 (309)
POCL1TO	.3710 (275)	.2475 (286)	.2275 (288)	1.0000 (288)	.4402 (285)	.2121 (285)	-.1415 (288)	-.0245 (260)	.0932 (261)	.3324 (288)	.6859 (288)	.1271 (285)	.1405 (285)
CI2READ	.2701 (291)	.2399 (303)	.1939 (305)	.4402 (285)	1.0000 (305)	.2856 (301)	-.2240 (305)	.1238 (275)	.1234 (271)	.2227 (305)	.3369 (285)	.2034 (301)	.1690 (301)
CRS3LRN	.3091 (294)	.3957 (307)	.1710 (309)	.2121 (285)	.2856 (301)	1.0000 (309)	-.0975 (308)	.1881 (275)	.0850 (276)	.1675 (309)	.0312 (285)	.4215 (309)	.5760 (309)
CI1SCHL	-.0533 (297)	-.1198 (310)	-.1007 (312)	-.1415 (288)	-.2240 (305)	-.0975 (308)	1.0000 (312)	-.0438 (277)	-.0599 (277)	-.0817 (312)	-.0693 (288)	.0190 (308)	-.0837 (308)
PI.SCHL	-.0471 (266)	.1321 (276)	.0437 (278)	-.0245 (260)	.1238 (275)	.1881 (275)	-.0438 (277)	1.0000 (279)	.0244 (247)	.0565 (278)	-.0359 (260)	.1213 (275)	.0748 (275)
ATTEND	.0526 (266)	.0680 (276)	.0541 (278)	.0932 (261)	.1234 (271)	.0850 (276)	-.0599 (277)	.0244 (247)	1.0000 (278)	.0710 (278)	.1015 (261)	-.0308 (276)	-.0165 (276)
PIPS	.2894 (298)	.0933 (311)	.3332 (313)	.3324 (288)	.2227 (305)	.1675 (309)	-.0817 (312)	.0565 (278)	.0710 (278)	1.0000 (313)	.2379 (288)	.0833 (309)	.0612 (309)
POCL2SOC	.1740 (275)	.0337 (286)	.0943 (288)	.6859 (288)	.3369 (285)	.0312 (285)	-.0693 (288)	-.0359 (260)	.1015 (261)	.2379 (288)	1.0000 (288)	.1090 (285)	-.0001 (285)
CRS1INDP	.2047 (294)	.2247 (307)	.0983 (309)	.1271 (285)	.2034 (301)	.4215 (309)	.0190 (308)	.1213 (275)	-.0308 (276)	.0833 (309)	.1090 (285)	1.0000 (309)	.4405 (309)
CRS2SOC	.1651 (294)	.2784 (307)	.1180 (309)	.1405 (285)	.1690 (301)	.5760 (309)	-.0837 (308)	.0748 (275)	-.0165 (276)	.0612 (309)	-.0001 (285)	.4405 (309)	1.0000 (309)

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-15

INTERCORRELATIONS OF CHILD OUTCOME MEASURES AT SPRING THIRD GRADE (1981)[1]

TOTAL LONGITUDINAL ANALYTIC SAMPLE

	PIATMATH	MATREAD	BSM.ENG	POCL1TO	CI2READ	CRS3LRN	CI1SCHL	PI.SCHL	ATTEND	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	1.0000 (316)	.5554 (304)	.4886 (316)	.4558 (315)	.3534 (316)	.3021 (305)	-.0652 (316)	.0296 (273)	.0129 (254)	.1964 (316)	.2323 (300)	.2118 (303)	.1610 (305)
MATREAD	.5554 (304)	1.0000 (314)	.3511 (314)	.3749 (314)	.3691 (314)	.4207 (303)	-.1185 (314)	.1901 (276)	.0431 (258)	.2170 (314)	.1794 (299)	.2584 (301)	.2494 (303)
BSM.ENG	.4886 (316)	.3511 (314)	1.0000 (326)	.2802 (325)	.2460 (326)	.1348 (315)	-.1171 (326)	.0904 (279)	-.0213 (260)	.1907 (326)	.0418 (310)	.0577 (313)	.0889 (315)
POCL1TO	.4558 (315)	.3749 (314)	.2802 (325)	1.0000 (325)	.4833 (325)	.2404 (314)	-.0640 (325)	.0558 (278)	.0872 (259)	.2767 (325)	.5998 (310)	.0880 (312)	.1402 (314)
CI2READ	.3534 (316)	.3691 (314)	.2460 (326)	.4833 (325)	1.0000 (326)	.2366 (315)	-.0923 (326)	.0616 (279)	.0229 (260)	.1951 (326)	.3243 (310)	.0772 (313)	.2276 (315)
CRS3LRN	.3021 (305)	.4207 (303)	.1348 (315)	.2404 (314)	.2366 (315)	1.0000 (315)	-.1499 (315)	.2582 (268)	.1774 (254)	.1658 (315)	.1094 (299)	.4869 (313)	.5909 (315)
CI1SCHL	-.0652 (316)	-.1185 (314)	-.1171 (326)	-.0640 (325)	-.0923 (326)	-.1499 (315)	1.0000 (326)	.0092 (279)	-.0344 (260)	.0658 (326)	-.0478 (310)	.0192 (313)	-.0503 (315)
PI.SCHL	.0296 (273)	.1901 (276)	.0904 (279)	.0558 (278)	.0616 (279)	.2582 (268)	.0092 (279)	1.0000 (279)	.1628 (239)	.0714 (279)	.0452 (264)	.1711 (267)	.1766 (268)
ATTEND	.0129 (254)	.0431 (258)	-.0213 (260)	.0872 (259)	.0229 (260)	.1774 (254)	-.0344 (260)	.1628 (239)	1.0000 (260)	.0499 (260)	.0779 (246)	.0024 (252)	.0264 (254)
PIPS	.1964 (316)	.2170 (314)	.1907 (326)	.2767 (325)	.1951 (326)	.1658 (315)	.0658 (326)	.0714 (279)	.0499 (260)	1.0000 (326)	.2458 (310)	.0834 (313)	.1278 (315)
POCL2SOC	.2323 (300)	.1794 (299)	.0418 (310)	.5998 (310)	.3243 (310)	.1094 (299)	-.0478 (310)	.0452 (264)	.0779 (246)	.2458 (310)	1.0000 (310)	-.0143 (297)	.0395 (299)
CRS1INDP	.2118 (303)	.2584 (301)	.0577 (313)	.0880 (312)	.0772 (313)	.4869 (313)	.0192 (313)	.1711 (267)	.0024 (252)	.0834 (313)	-.0143 (297)	1.0000 (313)	.4486 (313)
CRS2SOC	.1610 (305)	.2494 (303)	.0889 (315)	.1402 (314)	.2276 (315)	.5909 (315)	-.0503 (315)	.1766 (268)	.0264 (254)	.1278 (315)	.0395 (299)	.4486 (313)	1.0000 (315)

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-16

NTERCORRELATIONS OF HEAD START BASELINE MEASURES (1976-77) WITH OUTCOME MEASURES AT SPRING KINDERGARTEN (1978)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[f]

KINDERGARTEN OUTCOMES	BSM ENG	BLOCKDES	VERBFLU	VERBMEM1	VERBMEM2	DRAWKID	PIPS	POCL1TO	POCL2SOC	FACTOR1	FACTOR2
PIATMATH	.3370	.3898	.3788	.2595	.2972	.3080	.1800	.2908	.0969	.4364	.1571
	(279)	(279)	(279)	(279)	(279)	(279)	(279)	(279)	(279)	(279)	(279)
PIATREAD	.2786	.2854	.3160	.3129	.3203	.2534	.1529	.2858	.1701	.3283	.2298
	(272)	(272)	(272)	(272)	(272)	(272)	(272)	(272)	(272)	(272)	(272)
BSM ENG	.6562	.3164	.2079	.1859	.1929	.3437	.2265	.1207	-.0009	.5356	-.0274
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
VERBFLU	.2626	.1795	.4912	.3330	.3555	.3273	.2925	.3041	.1704	.3552	.2984
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
VERBMEM1	.2188	.1353	.2957	.5071	.2496	.2141	.2352	.1438	.0319	.3068	.1785
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
VERBMEM2	.1912	.1697	.3504	.3420	.4095	.2313	.1853	.2405	.1890	.2676	.2868
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
DRAWKID	.4232	.3496	.3592	.2697	.2682	.5353	.2790	.2903	.1949	.4999	.1879
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
POCL1TO	.1086	.0945	.2391	.2413	.2144	.0802	.0582	.2391	.0798	.1271	.2006
	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)
PIPS	.1758	.0857	.2508	.2555	.2985	.1672	.2815	.2395	.0540	.2287	.2118
	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)	(277)
POCL2SOC	.2673	.1098	.1564	.2213	.2260	.1851	.1499	.0961	.2188	.1977	.1778
	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)	(255)
CRS1INDP	-.0136	.0554	.1557	.0675	.0959	.0477	.0415	.1487	.0894	.0329	.1371
	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)
CRS2SOC	.0325	.1508	.2014	.1418	.1630	.1547	.0738	.2253	-.0067	.1649	.1147
	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)	(283)

HEAD START BASELINE MEASURES

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[f] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-17

INTERCORRELATIONS OF KINDERGARTEN OUTCOME MEASURES WITH OUTCOME MEASURES AT SPRING FIRST GRADE (1979)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

FIRST GRADE OUTCOMES	PIATMATH	PIATREAD	BSM ENG	VERBFLU	VERBMEM1	VERBMEM2	DRAWKID	POCL1TO	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	.5861 (255)	.4900 (248)	.3656 (254)	.3747 (254)	.3222 (254)	.3310 (254)	.3057 (254)	.2568 (234)	.2382 (254)	.1655 (234)	.0708 (261)	.1739 (261)
PIATREAD	.3932 (247)	.5287 (241)	.2784 (247)	.2256 (247)	.2054 (247)	.1605 (247)	.3088 (247)	.1690 (228)	.1258 (247)	.0234 (228)	.0474 (254)	.2227 (254)
BSM ENG	.3150 (263)	.2246 (256)	.6251 (261)	.1484 (261)	.1973 (261)	.1368 (261)	.3366 (261)	-.0070 (240)	.1478 (261)	.2003 (240)	-.0575 (268)	.0139 (268)
POCL1TO	.2237 (245)	.2998 (238)	.1820 (243)	.2421 (243)	.1240 (243)	.2058 (243)	.1815 (243)	.2179 (224)	.1273 (243)	.1329 (224)	.1037 (252)	.1861 (252)
CI2READ	.1493 (258)	.2798 (251)	.2364 (256)	.2262 (256)	.0790 (256)	.1101 (256)	.2335 (256)	.0860 (235)	.1526 (256)	.0712 (235)	.1633 (265)	.1999 (265)
CRS3LRN	.2543 (258)	.3374 (251)	.0058 (256)	.2150 (256)	.1182 (256)	.1041 (256)	.1976 (256)	.1016 (235)	.0622 (256)	-.0110 (235)	.1500 (265)	.3826 (265)
CI1SCHL	.0167 (261)	.0001 (254)	-.0723 (259)	-.0156 (259)	-.0085 (259)	-.0497 (259)	-.1074 (259)	-.0083 (238)	-.0676 (259)	-.0648 (238)	.0301 (268)	.0389 (268)
PI SCHL	.0220 (225)	.0891 (220)	-.0936 (223)	.0192 (223)	-.0091 (223)	-.0001 (223)	.0214 (223)	.0516 (205)	.0298 (223)	.0445 (205)	.1533 (238)	.1219 (238)
ATTEND	-.0196 (247)	.0912 (240)	.0056 (245)	.0899 (245)	-.0279 (245)	.1545 (245)	-.1326 (245)	-.0182 (225)	.0165 (245)	-.0397 (225)	.0026 (252)	.0438 (252)
PIPS	-.0126 (262)	.1028 (255)	.1731 (260)	.2338 (260)	.0666 (260)	.1681 (260)	.1016 (260)	.0219 (239)	.2089 (260)	.1528 (239)	.0145 (268)	-.0229 (268)
POCL2SOC	.0245 (245)	.1775 (238)	.1224 (243)	.1891 (243)	.0354 (243)	.1868 (243)	.0553 (243)	.1435 (224)	.0958 (243)	.2938 (224)	-.0169 (252)	.0349 (252)
CRS1INDP	.1240 (258)	.1145 (251)	-.0385 (256)	.1467 (256)	.1173 (256)	.0547 (256)	.0989 (256)	.2093 (235)	.1122 (256)	-.0468 (235)	.0966 (265)	.0952 (265)
CRS2SOC	.1551 (258)	.2774 (251)	.0455 (256)	.1554 (256)	.1634 (256)	.0773 (256)	.0672 (256)	.1677 (235)	.0940 (256)	-.0218 (235)	.1298 (265)	.4512 (265)

KINDERGARTEN OUTCOME MEASURES

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-18

INTERCORRELATIONS OF FIRST GRADE OUTCOME MEASURES WITH OUTCOME MEASURES AT SPRING SECOND GRADE (1980)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

SECOND GRADE OUTCOMES	PIATMATH	PIATREAD	BSM.ENG	POCL1TO	CI2READ	CRS3LRN	CI2SCHL	PI.SCHL	ATTEND	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	.6884 (278)	.5358 (270)	.3752 (285)	.2831 (267)	.3057 (280)	.2240 (280)	.0006 (283)	.0148 (246)	-.0047 (267)	.1530 (284)	.1157 (267)	.2308 (280)	.1665 (280)
MATREAD	.4317 (291)	.5442 (282)	.3066 (298)	.2518 (279)	.2917 (293)	.4606 (293)	.0353 (296)	.0878 (258)	.0515 (280)	.0809 (297)	.0460 (279)	.1862 (293)	.3132 (293)
BSM.ENG	.3147 (293)	.3142 (284)	.6344 (300)	.1523 (281)	.2617 (295)	.1956 (295)	-.0185 (298)	.0084 (260)	.0655 (282)	.1540 (299)	.0302 (281)	.0603 (295)	.1803 (295)
POCL1TO	.2795 (270)	.2672 (261)	.1407 (277)	.3278 (261)	.3164 (274)	.1123 (275)	-.0897 (276)	-.0698 (242)	.0483 (263)	.1109 (276)	.1595 (261)	-.0157 (275)	.1004 (275)
CI2READ	.2556 (287)	.2180 (278)	.1214 (294)	.1930 (275)	.3365 (289)	.1748 (291)	-.0889 (292)	.0422 (257)	.1065 (278)	.1085 (293)	.1143 (275)	.0667 (291)	.0863 (291)
CRS3LRN	.2837 (289)	.3209 (280)	.1836 (296)	.1076 (277)	.1519 (291)	.5334 (291)	.0306 (294)	.2110 (259)	.1056 (279)	.0049 (295)	-.0604 (277)	.2626 (291)	.3078 (291)
CI1SCHL	-.0785 (292)	-.0517 (283)	-.0195 (299)	.0092 (280)	-.1254 (294)	-.1103 (294)	.1460 (297)	-.0033 (259)	-.0110 (281)	-.0371 (298)	.0520 (280)	-.0065 (294)	-.1140 (294)
PI.SCHL	-.0660 (264)	.0589 (257)	-.0095 (271)	.0034 (254)	-.0124 (267)	.1827 (269)	-.0624 (270)	.5459 (240)	-.0206 (257)	.1296 (271)	.0285 (254)	.1197 (269)	.1164 (269)
ATTEND	.1269 (262)	.0872 (255)	.1117 (267)	.0510 (250)	.1551 (263)	.1190 (262)	.0284 (265)	.0409 (234)	.4742 (253)	.0004 (266)	.0725 (250)	.1054 (262)	.0733 (262)
PIPS	.1973 (293)	.1640 (284)	.2980 (300)	.1344 (281)	.1114 (295)	.1711 (295)	-.0796 (298)	.0688 (260)	-.0033 (282)	.3247 (299)	.1422 (281)	.0517 (295)	.1173 (295)
POCL2SOC	.1029 (270)	.0636 (261)	.0285 (277)	.2322 (261)	.1500 (274)	-.0591 (275)	-.0548 (276)	-.1242 (242)	.0853 (263)	.0998 (276)	.4037 (261)	-.0588 (275)	-.0931 (275)
CRS1INDP	.1547 (289)	.1366 (280)	.0944 (296)	.1046 (277)	.1112 (291)	.2810 (291)	.0305 (294)	.0824 (259)	.0308 (279)	.0041 (295)	.0539 (277)	.1595 (291)	.1903 (291)
CRS2SOC	.1320 (289)	.1956 (280)	.0998 (296)	.0667 (277)	.1373 (291)	.3415 (291)	-.0354 (294)	.0950 (259)	.1016 (279)	.0027 (295)	-.0770 (277)	.2103 (291)	.5059 (291)

FIRST GRADE OUTCOME MEASURES

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

Table H-19

INTERCORREALTIONS OF SECOND GRADE OUTCOME MEASURES WITH OUTCOME MEASURES AT SPRING THIRD GRADE (1981)

TOTAL LONGITUDINAL ANALYTIC SAMPLE[1]

SECOND GRADE OUTCOME MEASURES

THIRD GRADE OUTCOMES	PIATMATH	MATREAD	BSM.ENG	POCL1TO	CI2READ	CRS3LRN	CI1SCHL	PI.SCHL	ATTEND	PIPS	POCL2SOC	CRS1INDP	CRS2SOC
PIATMATH	.7010 (289)	.5154 (301)	.4206 (303)	.3596 (278)	.2348 (296)	.3515 (299)	-.0252 (302)	-.0297 (271)	-.0069 (270)	.3069 (303)	.1206 (278)	.2100 (299)	.1483 (299)
MATREAD	.4848 (287)	.7007 (299)	.3563 (301)	.2121 (276)	.2663 (294)	.3985 (297)	-.1042 (300)	.1325 (269)	.0543 (266)	.1764 (301)	.0362 (276)	.1609 (297)	.2474 (297)
BSM.ENG	.3943 (298)	.3464 (311)	.5615 (313)	.1539 (288)	.1133 (305)	.2018 (309)	-.0601 (312)	.0262 (279)	.0102 (278)	.2074 (313)	-.0266 (288)	.0947 (309)	.0940 (309)
POCL1TO	.4106 (297)	.2822 (310)	.2828 (312)	.4184 (287)	.2675 (304)	.2446 (308)	-.0250 (311)	-.0488 (278)	.0349 (277)	.2669 (312)	.3116 (287)	.1352 (308)	.1031 (308)
CI2READ	.3142 (298)	.3437 (311)	.3453 (313)	.3450 (288)	.4235 (305)	.2443 (309)	-.0903 (312)	.0560 (279)	.0786 (278)	.3183 (313)	.1790 (288)	.1013 (309)	.1747 (309)
CRS3LRN	.2940 (289)	.3942 (302)	.1561 (304)	.1702 (280)	.2407 (296)	.4960 (300)	-.1432 (303)	.1252 (270)	.1868 (271)	.1421 (304)	.0524 (280)	.2894 (300)	.2901 (300)
CI1SCHL	-.0592 (298)	-.1628 (311)	-.1032 (313)	-.0542 (288)	-.0450 (305)	-.1195 (309)	.2656 (312)	-.0603 (279)	-.0438 (278)	-.0191 (313)	-.0193 (288)	.0176 (309)	-.0285 (309)
PI.SCHL	-.0456 (258)	.0802 (267)	.1083 (269)	-.0438 (246)	.1248 (263)	.1734 (265)	-.0466 (268)	.3762 (253)	.0403 (235)	.1087 (269)	-.1088 (246)	.1816 (265)	.1234 (265)
ATTEND	-.0278 (240)	.0368 (249)	.0735 (251)	.0924 (233)	.1296 (246)	.0691 (247)	-.0836 (250)	.0899 (234)	.6015 (228)	.0673 (251)	.0652 (233)	-.0185 (247)	.0146 (247)
PIPS	.2311 (298)	.1776 (311)	.2072 (313)	.1648 (288)	.0872 (305)	.2380 (309)	-.0240 (312)	.0751 (279)	.1229 (278)	.3137 (313)	.1223 (288)	.1535 (309)	.0791 (309)
POCL2SOC	.1982 (285)	.1226 (296)	.1655 (298)	.3204 (276)	.1968 (292)	.0261 (294)	-.0432 (297)	-.0048 (266)	.1004 (268)	.2241 (298)	.5818 (276)	.0365 (294)	-.0272 (294)
CRS1INDP	.2322 (287)	.2220 (300)	.1081 (302)	.0852 (278)	.1832 (294)	.3036 (298)	-.1078 (301)	.0908 (269)	.0236 (269)	.1051 (302)	.0554 (278)	.2427 (298)	.2486 (298)
CRS2SOC	.1752 (289)	.2527 (302)	.1778 (304)	.0445 (280)	.1530 (296)	.3879 (300)	-.0602 (303)	.0918 (270)	.1011 (271)	.0769 (304)	-.0662 (280)	.3505 (300)	.5070 (300)

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[1] THE SAMPLE SIZE FOR EACH CORRELATION APPEARS IN PARENTHESES BENEATH THE COEFFICIENT.

APPENDIX I

DETAILED RESULTS OF ALL ANALYSES

Contents

Page

Decision Rules for Synthesizing Findings within Design 1 267-268

Decision Matrix for Synthesizing Findings from Designs 1 and 2 . . . 269

Parent Outcomes: Design 1 and 2 Effects by Variable by Site by Year (Tables I-3 through I-20). 270-278

Parent Outcomes: Observed, Predicted, and Adjusted Means by Variable by Year by Site (Tables I-21 through I-30) 279-288

Parent Outcomes: Summary of Effects from Designs 1 and 2 Applied to Aggregate PDC and Comparison Samples (Table I-31) 289

Parent Outcomes: Observed, Predicted, and Adjusted Means by Variable by Year for Aggregate PDC and Comparison Samples (Table I-32) 290

Teacher/Classroom Outcomes: Design 1 and 2 Effects by Variable by Site (Tables I-33 through I-58) 291-303

Teacher/Classroom Outcomes: Observed, Predicted, and Adjusted Means by Variable by Site (Tables I-59 through I-68) 304-313

Teacher/Classroom Outcomes: Summary of Effects from Designs 1 and 2 Applied to Aggregate PDC and Comparison Samples Table I-69). 314

Teacher/Classroom Outcomes: Observed, Predicted, and Adjusted Means for Aggregate PDC and Comparison Samples (Table I-70). 315

Child Outcomes: Design 1 and 2 Effects by Variable by Site by Year (Tables I-71 through I-122) 316-341

Child Outcomes: Observed, Predicted, and Adjusted Means by Variable by Year by Site (Tables I-123 through I-132) 342-351

Child Outcomes: Summary of Effects from Designs 1 and 2 Applied to Aggregate PDC and Comparison Samples (Table I-133). . . . 352-354

Child Outcomes: Observed, Predicted, and Adjusted Means by Variable by Year for Aggregate PDC and Comparison Samples (Table I-134). 355

Table I-1

Decision Rules for Synthesizing Findings within Design 1

Design 1 1 PDC-COMP predicted	 2 PDC-COMP observed	 3 PDC: observed-predicted	 4 COMP: observed-predicted	 5 Probable or possible (?) program effects: P-C	
					NO PROGRAM EFFECT
0	0	0	0	0	No difference predicted or found. No program effect indicated.
0	0	+	+	0	No difference predicted or found. Probable "calibration" problem with raters at site producing equally inflated or deflated scores for both groups. No program effect indicated.
0	0	-	-	0	
+	+	0	0	0	Difference predicted from baseline information and found in predicted direction. No indication of program effect.
-	-	0	0	0	
0	0	+	0	0	No difference predicted or found. Some indication that one group may have scored higher or lower than expected, but not enough to produce a difference between observed means. No program effect indicated.
0	0	-	0	0	
0	0	0	+	0	
0	0	0	-	0	
					PROBABLE PROGRAM EFFECT
0	+	0	0	+	No difference predicted, but one was found. Program effect indicated.
0	-	0	0	-	
0	+	+	0	+	No difference predicted, but one was found. Source of effect suggested by difference between predicted and observed means for one or the other group (column 3 or 4). Program effect indicated.
0	-	-	0	-	
0	+	0	-	+	
0	-	0	+	-	
0	+	+	-	+	
0	-	-	+	-	
+	0	-	0	-	Difference predicted, but (1) not found or (2) observed difference was in the opposite direction of prediction. Source of effect suggested by difference between predicted and observed means for one or the other group (column 3 or 4). Program effect indicated.
-	0	+	0	+	
+	-	-	0	-	
-	+	+	0	+	
+	0	0	+	-	
0	+	+	+	+	No difference predicted, but one was found even though both groups scored higher than expected. Program effect indicated.

(continued)

Table 1-1

(continued)

POSSIBLE(?) PROGRAM EFFECT

1 PDC-COMP predicted	2 PDC-COMP observed	3 PDC: observed-predicted	4 COMP: observed-predicted	5 Probable or possible (?) program effects: P-C	
+	0	0	0	-?	Difference predicted, but not found. Differences between predicted and observed means (columns 3 and 4) did not explain the absence of difference between observed means. Program effect possible, but not strongly indicated.
-	0	0	0	+?	
+	0	+	+	-?	
+	0	-	-	-?	
+	0	0	-	-?	Difference predicted, but not found. Differences between predicted and observed means (columns 3 and 4) did not explain the absence of difference between observed means and, in fact, appeared to contradict findings in column 2. The contradiction was only apparent, resulting from different within group variances. Program effect possible, but not strongly indicated.
-	0	0	+	+?	
-	-	0	+	-?	Difference predicted and found in predicted direction, but differences between predicted and observed scores (columns 3 and 4) suggested the possibility of group difference over and above the predicted difference. Program effect possible, but not strongly indicated.
+	+	0	-	+?	
-	-	-	0	-?	
+	+	+	0	+?	

Table I-2

Decision Matrix for Synthesizing Findings from Designs 1 and 2

		Design 2 Effects		
		+	0	-
Design 1 Effects	+	+	+?	▨
	+?	+	+??	▨
	0	+?	0	-?
	-?	▨	-??	-
	-	▨	-?	-

Table 1-3

Frequency of Parent Involvement
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 5 C= 7	0	0	0	0	0	0	0
S3	P=13 C=19	0	0	0	-	0	0	0
S4	P= 9 C=20	+*	0	0	0	-?	0	- ??
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	+*	0	0	+	-	-	-
S7	P=11 C=13	0	+*	0	-	+	+	+
S8	P=28 C=29	0	0	0	0	0	0	0
S9	P=12 C=15	0	0	0	0	0	0	0
S10	P= 6 C= 8	0	0	+	0	0	+	+ ?

Homogeneity of regressions (aggregate): NS
R^2: .21 R^2 ANCOVA: .32

Table 1-4

Breadth of Parent Involvement
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	+	0	0	+	+ ?
S2	P= 5 C= 7	0	0	0	0	0	0	0
S3	P=13 C=19	0	0	-	0	0	-	- ?
S4	P= 9 C=20	+*	0	0	0	-?	0	- ??
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	+*	0	0	0	-?	0	- ??
S7	P=11 C=13	-*	0	0	0	+?	0	+ ??
S8	P=28 C=29	0	0	0	0	0	0	0
S9	P=12 C=15	0	+*	+	0	+	0	+ ?
S10	P= 6 C= 8	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .23 R^2 ANCOVA: .29

Table I-5

Program-Induced Knowledge/Skills
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 5 C= 7	0	0	+	0	0	0	0
S3	P=13 C=19	0	0	0	0	0	0	0
S4	P= 9 C=20	0	0	0	0	0	0	0
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=13	+*	0	0	0	-?	0	- ??
S8	P=28 C=29	-*	0	+	0	+	+	+
S9	P=12 C=15	0	0	0	0	0	0	0
S10	P=6 C=8	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .07 R^2 ANCOVA: .10

Table I-6

Stimulation of Reading
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 5 C= 6	0	0	0	0	0	0	0
S3	P=13 C=19	0	0	0	0	0	0	0
S4	P= 9 C=20	-*	0	+	+	+?	0	+ ??
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=29 C=29	0	0	+	0	0	+	+ ?
S9	P=12 C=15	0	0	0	0	0	0	0
S10	P=6 C=8	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): $< .05$
R^2: .37 R^2 ANCOVA: .30

Table I-7

Support for Learning
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 5 C= 7	0	0	0	0	0	0	0
S3	P=13 C=19	0	0	0	0	0	0	0
S4	P= 9 C=20	0	0	0	0	0	0	0
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=28 C=29	0	0	0	0	0	0	0
S9	P=12 C=15	0	0	0	-	0	0	0
S10	P= 6 C= 8	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .17 R^2 ANCOVA: .18

Table I-8

Communication about School
Spring 1979

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 4 C= 7	0	0	0	0	0	0	0
S3	P=13 C=19	0	0	0	0	0	-	- ?
S4	P= 8 C=19	0	0	0	0	0	0	0
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=13	-*	0	0	0	+?	0	+ ??
S8	P=28 C=29	0	0	0	0	0	0	0
S9	P=12 C=15	0	0	0	0	0	0	0
S10	P= 6 C= 8	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .12 R^2 ANCOVA: .20

Table 1-9

Frequency of Involvement
Spring 1980

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	-*	0	0	0	+?	0	+ ??
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=28	+*	0	0	0	-?	0	- ??
S4	P=10 C=21	+*	0	-	0	-	0	- ?
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=14 C= 7	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=29 C=25	0	0	0	0	0	0	0
S9	P=12 C=16	0	0	0	0	0	0	0
S10	P= 8 C= 2	0	0	+	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .29 R^2 ANCOVA: .27

Table 1-10

Breadth of Involvement
Spring 1980

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	+	+ ?
S2	P= 8 C= 8	0	0	0	+	0	0	0
S3	P=18 C=28	+*	0	0	0	-?	0	- ??
S4	P=10 C=21	+*	0	-	-	-?	0	- ??
S5	P= 9 C= 9	0	0	0	-	0	0	0
S6	P=14 C= 7	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=29 C=25	0	0	-	0	0	0	0
S9	P=12 C=16	0	0	0	0	0	0	0
S10	P= 8 C= 2	0	0	+	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .27 R^2 ANCOVA: .35

Table I-11

Program-Induced Knowledge/Skills
Spring 1980

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=28	0	0	0	0	0	0	0
S4	P=10 C=21	0	-*	-	0	-	-	-
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=15 C= 7	0	0	0	+	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=29 C=25	0	0	+	0	0	0	0
S9	P=12 C=16	0	0	0	0	0	0	0
S10	P= 8 C= 2	0	0	+	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .07 R^2 ANCOVA: .16

Table I-12

Stimulation of Reading
Spring 1980

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	+	0	0	+	+ ?
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=28	+*	0	0	0	-?	0	- ??
S4	P=10 C=21	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=14 C= 7	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	+	0	0	0	0
S8	P=29 C=26	0	0	0	0	0	0	0
S9	P=12 C=16	0	0	0	-	0	0	0
S10	P= 8 C= 2	0	0	0	0	0	+	+ ?

Homogeneity of regressions (aggregate): NS
R^2: .15 R^2 ANCOVA: .22

Table I-13

Support for Learning
Spring 1980

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=28	+*	0	+	0	0	0	0
S4	P=10 C=21	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	-	0	0	0
S6	P=14 C= 7	+*	0	0	+	+	0	- ?
S7	P=11 C=13	0	+*	+	0	+	0	+ ?
S8	P=29 C=25	0	0	0	0	0	0	0
S9	P=12 C=16	0	0	0	0	0	0	0
S10	P= 8 C= 2	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .13 R^2 ANCOVA: .25

Table I-14

Communication about School
Spring 1980

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	+	0	0	+	+ ?
S2	P= 8 C= 7	0	-*	0	+	-	-	-
S3	P=18 C=28	0	0	0	0	0	-	- ?
S4	P= 9 C=21	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	+	0	0	0
S6	P=14 C= 7	0	0	0	0	0	0	0
S7	P=11 C=13	-*	0	+	0	+	0	+ ?
S8	P=29 C=26	0	0	0	0	0	0	0
S9	P=12 C=16	0	0	0	-	0	+	+ ?
S10	P= 8 C= 2	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .12 R^2 ANCOVA: .21

Table 1-15

Frequency of Involvement
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	-*	0	0	0	+?	0	+ ??
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	0	0	0	0	0	0	0
S4	P=12 C=27	+*	0	0	0	-?	0	- ??
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	+*	0	0	+	-	0	- ?
S7	P=11 C=14	0	0	0	0	0	0	0
S8	P=29 C=26	0	0	0	0	0	-	- ?
S9	P=12 C=20	0	0	0	0	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2: .21 R^2 ANCOVA: .25

Table 1-16

Breadth of Involvement
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	0	0	0	0	0	0	0
S4	P=12 C=27	+*	0	0	-	-?	0	- ??
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	+*	0	+	0	0	0	0
S7	P=11 C=14	0	0	0	+	0	0	0
S8	P=29 C=26	0	0	-	0	0	0	0
S9	P=12 C=20	0	0	0	0	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2: .23 R^2 ANCOVA: .35

Table I-17

Program-Induced Knowledge/Skills
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	+	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	0	0	0	0	0	-	- ?
S4	P=12 C=27	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	0	0	0	0	0	0	0
S7	P=11 C=14	0	0	0	0	0	0	0
S8	P=29 C=26	0	0	0	0	0	0	0
S9	P=12 C=20	0	0	0	0	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2 .08 R^2 ANCOVA: .15

Table I-18

Stimulation of Reading
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	0	0	0	0	0	0	0
S4	P=12 C=27	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	+*	0	0	+	-	-	-
S7	P=11 C=14	-*	0	+	0	+	0	+ ?
S8	P=29 C=26	0	0	0	0	0	0	0
S9	P=12 C=20	0	0	0	0	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2: .21 R^2 ANCOVA: .23

Table 1-19

Support for Learning
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	+*	0	0	0	-?	0	- ??
S4	P=12 C=27	0	+*	+	0	+	+	+
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	+*	0	0	0	-?	0	- ??
S7	P=11 C=14	0	0	0	0	0	0	0
S8	P=29 C=26	0	0	0	0	0	0	0
S9	P=12 C=20	0	0	0	0	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2: .18 R^2 ANCOVA: .29

Table 1-20

Communication about School
Spring 1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	+*	+	0	+	+	+
S2	P= 8 C= 9	0	-*	0	+	-	0	- ?
S3	P=16 C=27	0	0	0	0	0	0	0
S4	P=12 C=27	+*	0	0	0	-?	+	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=16 C= 7	0	0	+	+	0	0	0
S7	P=11 C=14	0	0	+	+	0	0	0
S8	P=30 C=26	0	0	0	0	0	0	0
S9	P=12 C=20	0	0	0	-	0	0	0
S10	P= 1 C= 1	no	test					

Homogeneity of regressions (aggregate): NS
R^2: .15 R^2 ANCOVA: .28

Table I-21

Site 1: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score Mean	Observed Score Standard Deviation	Design 1 Predicted Mean	ANCOVA Adjusted Mean
Frequency of Involvement	1979	P=12	4.08	1.83	3.37	4.48
		C=10	4.50	2.01	3.84	4.32
	1980	P=13	4.00	1.92	3.29	4.58
		C=11	4.00	2.00	3.92	3.93
	1981	P= 9	3.89	2.52	3.28	4.05
		C= 9	4.11	1.96	4.01	3.67
Breadth of Involvement	1979	P=12	7.00	2.98	5.41	7.48
		C=10	6.10	3.18	6.04	5.47
	1980	P=13	6.08	2.66	4.83	6.83
		C=11	4.73	2.87	5.76	4.63
	1981	P= 9	6.56	4.16	4.82	6.98
		C= 9	6.44	3.05	5.88	6.12
Program-Induced Knowledge/ Skill	1979	P=12	2.83	0.39	2.81	2.85
		C=10	2.90	0.32	2.79	2.93
	1980	P=13	2.77	0.44	2.73	2.76
		C=11	2.82	0.60	2.74	2.76
	1981	P= 9	3.00	0.00	2.72	3.02
		C= 9	2.78	0.44	2.83	2.66
Stimulation of Reading	1979	P=12	-0.47	1.17	0.03	-0.66
		C=10	-0.45	1.36	-0.09	-0.58
	1980	P=13	0.27	0.44	-0.06	0.34
		C=11	-0.12	0.79	0.06	-0.18
	1981	P= 9	0.34	0.48	0.10	0.22
		C= 9	0.02	0.59	0.18	-0.15
Support for Learning	1979	P=12	4.67	0.98	4.74	4.43
		C=10	4.90	2.02	4.80	4.54
	1980	P=13	4.31	1.11	3.81	4.46
		C=11	4.18	1.60	4.14	4.02
	1981	P= 9	3.56	1.51	3.90	3.55
		C= 9	4.33	0.87	4.18	3.95
Communication about School	1979	P=12	1.50	0.57	1.51	1.44
		C=10	1.45	0.55	1.61	1.44
	1980	P=13	1.35	0.37	1.56	1.27
		C=11	1.64	0.71	1.45	1.76
	1981	P= 9	1.06	0.17	1.69	1.03
		C= 9	1.56	0.69	1.58	1.58

Table I-22

Site 2: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes
1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P= 5	3.80	0.84	3.93	3.85
		C= 7	3.71	1.11	4.04	3.64
	1980	P= 8	3.75	1.75	3.49	4.11
		C= 8	3.25	1.17	3.08	3.98
	1981	P= 8	3.00	0.75	3.34	3.04
		C= 9	3.33	0.50	3.33	3.44
Breadth of Involvement	1979	P= 5	5.20	1.79	5.90	5.13
		C= 7	5.86	2.41	6.21	5.63
	1980	P= 8	5.88	2.03	5.26	6.29
		C= 8	6.25	1.83	5.00	7.11
	1981	P= 8	5.38	1.30	4.99	5.68
		C= 9	5.44	1.24	5.03	5.95
Program-Induced Knowledge/ Skill	1979	P= 5	3.00	0.00	2.70	3.06
		C= 7	2.57	0.79	2.72	2.64
	1980	P= 8	2.63	0.52	2.65	2.67
		C= 8	2.75	0.71	2.64	2.82
	1981	P= 8	2.75	0.46	2.66	2.78
		C= 9	2.89	0.33	2.76	2.83
Stimulation of Reading	1979	P= 5	0.20	0.58	-0.19	0.13
		C= 6	-0.68	1.68	-0.21	-0.75
	1980	P= 8	-0.16	0.66	-0.16	-0.12
		C= 8	0.22	0.54	-0.09	0.40
	1981	P= 8	-0.02	0.54	-0.01	-0.02
		C= 9	0.17	0.40	0.08	0.05
Support for Learning	1979	P= 5	5.40	1.67	4.67	5.22
		C= 7	5.00	2.08	4.61	4.84
	1980	P= 8	4.13	0.99	3.70	4.18
		C= 8	4.50	1.93	3.68	4.95
	1981	P= 8	4.00	1.51	3.72	4.07
		C= 9	4.00	1.12	3.74	4.08
Communication about School	1979	P= 4	1.25	0.50	1.48	1.32
		C= 7	1.57	0.73	1.54	1.50
	1980	P= 8	1.75	0.89	1.56	1.67
		C= 7	1.00	0.00	1.47	0.95
	1981	P= 8	1.38	0.45	1.64	1.36
		C= 9	1.00	0.00	1.65	0.91

Table I-23

Site 3: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes
1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=13	3.15	1.46	3.50	3.25
		C=19	2.74	0.87	3.31	3.21
	1980	P=18	3.17	1.76	3.60	3.46
		C=28	3.14	1.30	3.09	3.79
	1981	P=16	3.31	1.70	3.44	3.23
		C=27	2.78	1.28	3.07	3.12
Breadth of Involvement	1979	P=13	4.31	2.29	5.66	4.20
		C=19	5.21	1.69	5.29	5.80
	1980	P=18	6.50	2.89	5.41	6.58
		C=28	5.39	2.32	4.74	6.13
	1981	P=16	6.19	3.41	5.28	6.23
		C=27	4.85	2.38	4.83	5.49
Program-Induced Knowledge/ Skill	1979	P=13	2.54	0.66	2.75	2.60
		C=19	2.84	0.50	2.79	2.88
	1980	P=18	2.44	0.78	2.67	2.46
		C=28	2.64	0.68	2.70	2.67
	1981	P=16	2.44	0.73	2.75	2.37
		C=27	2.74	0.53	2.73	2.74
Stimulation of Reading	1979	P=13	-0.01	0.56	-0.07	-0.15
		C=19	-0.24	1.03	-0.06	-0.35
	1980	P=18	0.23	0.45	0.14	0.09
		C=28	0.00	0.57	-0.09	0.04
	1981	P=16	0.05	0.54	0.15	-0.07
		C=27	0.04	0.53	0.08	-0.01
Support for Learning	1979	P=13	4.62	1.33	4.72	4.29
		C=19	4.42	1.43	4.69	4.28
	1980	P=18	4.61	1.38	4.03	4.42
		C=28	3.96	1.53	3.76	4.09
	1981	P=16	4.19	1.28	3.91	4.08
		C=27	3.96	1.56	3.58	4.37
Communication about School	1979	P=13	1.85	0.66	1.54	1.88
		C=19	1.50	0.53	1.52	1.42
	1980	P=18	1.69	0.52	1.52	1.73
		C=28	1.52	0.73	1.63	1.38
	1981	P=16	1.84	0.70	1.79	1.82
		C=27	1.91	0.57	1.82	1.76

Table I-24

Site 4: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P= 9	2.67	1.66	3.34	3.17
		C=20	2.75	1.58	2.90	3.40
	1980	P=10	1.90	1.45	3.32	2.26
		C=21	2.10	1.61	2.63	2.63
	1981	P=12	2.33	1.44	2.97	2.66
		C=27	2.26	1.61	2.45	2.92
Breadth of Involvement	1979	P= 9	4.22	2.59	4.81	4.86
		C=20	3.10	2.38	3.70	4.03
	1980	P=10	1.90	1.73	4.61	2.23
		C=21	2.00	1.52	3.18	2.41
	1981	P=12	3.08	2.02	4.13	3.86
		C=27	2.07	1.59	2.97	2.90
Program-Induced Knowledge/ Skill	1979	P= 9	2.56	0.73	2.91	2.49
		C=20	2.90	0.45	2.92	2.81
	1980	P=10	2.10	0.57	2.60	2.13
		C=21	2.67	0.57	2.66	2.66
	1981	P=12	2.83	0.57	2.64	2.82
		C=27	2.52	0.75	2.56	2.62
Stimulation of Reading	1979	P= 9	0.47	0.30	-0.08	0.47
		C=20	0.55	0.35	0.43	0.33
	1980	P=10	-0.02	0.56	-0.21	-0.06
		C=21	-0.19	0.90	-0.11	-0.30
	1981	P=12	-0.11	0.77	-0.16	-0.02
		C=27	-0.28	1.02	-0.21	-0.24
Support for Learning	1979	P= 9	4.89	1.17	5.07	4.65
		C=20	4.90	1.65	4.76	4.77
	1980	P=10	4.00	1.15	3.65	3.79
		C=21	3.33	1.49	3.65	3.03
	1981	P=12	4.83	1.99	3.62	4.98
		C=27	3.26	1.40	3.58	3.18
Communication about School	1979	P= 8	1.75	0.54	1.56	1.73
		C=19	1.55	0.50	1.58	1.56
	1980	P= 9	1.89	0.74	1.76	1.71
		C=21	2.00	0.88	1.90	1.76
	1981	P=12	1.71	0.75	1.81	1.70
		C=27	2.20	1.05	2.01	2.37

Table I-25

Site 5: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P= 9	3.78	2.05	3.46	4.11
		C= 7	4.43	1.72	3.60	4.57
	1980	P= 9	4.00	2.00	3.57	4.19
		C= 9	3.33	1.50	3.51	3.72
	1981	P= 9	3.78	1.92	3.59	3.55
		C= 9	3.22	1.56	3.52	3.06
Breadth of Involvement	1979	P= 9	6.44	4.00	5.53	6.57
		C= 7	5.57	1.62	5.74	5.32
	1980	P= 9	5.89	2.93	5.53	6.02
		C= 9	4.22	1.30	5.61	4.59
	1981	P= 9	6.11	3.26	5.42	6.00
		C= 9	4.78	2.68	5.62	4.62
Program-Induced Knowledge/Skill	1979	P= 9	2.89	0.33	2.73	2.97
		C= 7	2.71	0.49	2.69	2.81
	1980	P= 9	2.78	0.44	2.70	2.77
		C= 9	2.78	0.44	2.64	2.85
	1981	P= 9	2.67	0.50	2.69	2.66
		C= 9	2.67	0.50	2.67	2.72
Stimulation of Reading	1979	P= 9	-0.19	0.61	-0.30	-0.17
		C= 7	0.11	0.68	-0.07	-0.06
	1980	P= 9	0.12	0.39	-0.06	0.05
		C= 9	0.03	0.50	-0.07	0.04
	1981	P= 9	0.07	0.78	-0.01	0.08
		C= 9	0.04	0.82	0.02	0.10
Support for Learning	1979	P= 9	3.78	2.22	4.61	3.70
		C= 7	5.14	0.90	4.54	4.99
	1980	P= 9	3.44	1.33	3.84	3.36
		C= 9	2.67	1.22	3.69	2.81
	1981	P= 9	3.44	1.59	3.62	3.53
		C= 9	3.56	1.42	3.47	3.87
Communication about School	1979	P= 9	1.67	0.83	1.58	1.64
		C= 7	1.50	0.76	1.58	1.52
	1980	P= 9	1.61	0.86	1.64	1.58
		C= 9	1.17	0.36	1.59	1.12
	1981	P= 9	1.56	0.73	1.74	1.52
		C= 9	1.50	0.83	1.77	1.44

Table I-26

Site 6: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=17	4.06	2.01	4.21	3.53
		C=10	4.70	1.95	3.56	4.96
	1980	P=14	4.71	2.40	3.99	4.45
		C= 7	4.29	1.11	3.65	4.49
	1981	P=16	4.38	1.89	4.15	3.68
		C= 7	4.43	1.14	3.41	4.44
Breadth of Involvement	1979	P=17	8.29	4.87	6.45	7.16
		C=10	6.60	2.76	5.64	6.77
	1980	P=14	6.93	3.17	6.28	6.27
		C= 7	7.43	2.76	5.70	7.53
	1981	P=16	8.25	4.04	6.31	7.42
		C= 7	6.71	2.43	5.29	7.00
Program-Induced Knowledge/ Skill	1979	P=17	2.59	0.62	2.77	2.62
		C=10	2.80	0.42	2.76	2.84
	1980	P=14	2.71	0.47	2.63	2.76
		C= 7	3.00	0.00	2.71	3.00
	1981	P=16	2.75	0.57	2.80	2.65
		C= 7	2.57	0.54	2.74	2.50
Stimulation of Reading	1979	P=17	0.09	0.51	0.07	-0.16
		C=10	-0.05	0.54	-0.15	-0.13
	1980	P=14	0.20	0.52	0.20	-0.02
		C= 7	0.20	0.41	0.03	0.11
	1981	P=16	0.33	0.49	0.34	0.02
		C= 7	0.55	0.57	0.02	0.56
Support for Learning	1979	P=17	4.76	1.30	5.00	4.22
		C=10	4.50	1.08	4.80	4.25
	1980	P=14	4.29	1.54	4.40	3.87
		C= 7	4.43	0.54	3.96	4.31
	1981	P=16	4.94	1.81	4.44	4.25
		C= 7	4.00	1.82	3.69	4.22
Communication about School	1979	P=17	1.88	0.78	1.58	1.92
		C=10	1.60	0.57	1.50	1.62
	1980	P=14	1.57	0.55	1.39	1.75
		C= 7	1.64	0.56	1.53	1.65
	1981	P=16	1.31	0.51	1.60	1.32
		C= 7	1.36	0.48	1.74	1.23

Table I-27

Site 7: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=11	4.09	1.97	3.07	4.48
		C=13	2.77	0.93	3.32	3.10
	1980	P=11	4.00	2.28	3.20	4.29
		C=13	3.54	1.71	3.31	4.11
	1981	P=11	2.91	1.58	3.13	2.99
		C=14	3.64	1.91	3.17	3.79
Breadth of Involvement	1979	P=11	6.45	3.17	4.75	6.66
		C=13	5.15	1.14	5.43	5.43
	1980	P=11	6.09	3.30	4.65	6.13
		C=13	5.54	1.94	5.22	5.90
	1981	P=11	5.27	3.26	4.34	5.65
		C=14	5.79	1.58	5.01	6.19
Program-Induced Knowledge/ Skill	1979	P=11	2.73	0.65	2.88	2.72
		C=13	2.77	0.60	2.73	2.85
	1980	P=11	2.55	0.52	2.58	2.60
		C=13	2.77	0.44	2.62	2.85
	1981	P=11	2.45	0.82	2.63	2.48
		C=14	2.71	0.47	2.70	2.73
Stimulation of Reading	1979	P=11	-0.08	0.51	0.14	-0.25
		C=13	0.22	0.44	0.04	0.00
	1980	P=11	0.32	0.41	-0.05	0.17
		C=13	0.18	0.52	0.09	0.09
	1981	P=11	0.25	0.30	-0.08	0.25
		C=14	0.21	0.62	0.13	0.12
Support for Learning	1979	P=11	5.00	1.73	4.94	4.69
		C=13	4.85	1.07	4.68	4.59
	1980	P=11	5.27	1.19	3.86	4.95
		C=13	4.15	0.98	3.89	4.10
	1981	P=11	3.91	1.51	3.71	3.88
		C=14	4.07	1.44	3.73	4.25
Communication about School	1979	P=11	1.45	0.72	1.66	1.44
		C=13	1.42	0.45	1.50	1.45
	1980	P=11	1.45	0.47	1.82	1.35
		C=13	1.35	0.47	1.57	1.29
	1981	P=11	1.59	0.37	1.93	1.62
		C=14	1.43	0.62	1.79	1.37

Table I-28

Site 8: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=28	5.04	1.17	4.68	4.50
		C=29	4.79	2.08	4.63	4.29
	1980	P=29	4.14	2.36	4.51	2.96
		C=25	4.40	2.00	4.39	3.02
	1981	P=29	3.62	1.82	4.19	3.52
		C=26	4.31	1.78	4.08	4.36
Breadth of Involvement	1979	P=28	5.50	1.79	5.35	5.59
		C=29	5.14	2.45	5.06	5.38
	1980	P=29	5.00	3.07	5.99	4.17
		C=25	5.36	2.45	5.45	4.39
	1981	P=29	4.10	2.78	5.68	3.38
		C=26	4.92	2.85	5.22	4.40
Program-Induced Knowledge/ Skill	1979	P=28	2.89	0.32	2.68	2.82
		C=29	2.72	0.59	2.78	2.58
	1980	P=29	2.86	0.44	2.71	2.78
		C=25	2.64	0.57	2.71	2.53
	1981	P=29	2.83	0.47	2.84	2.84
		C=26	2.88	0.44	2.84	2.90
Stimulation of Reading	1979	P=29	-0.20	1.15	-1.05	0.38
		C=29	-0.83	2.05	-1.03	-0.21
	1980	P=29	-0.13	1.08	-0.23	0.10
		C=26	-0.31	1.11	-0.34	-0.05
	1981	P=29	-0.21	0.70	-0.34	0.02
		C=26	-0.43	1.00	-0.40	-0.19
Support for Learning	1979	P=28	3.89	1.73	3.52	4.83
		C=29	3.86	2.12	3.60	4.84
	1980	P=29	3.52	1.90	3.55	3.95
		C=25	3.52	1.71	3.58	3.85
	1981	P=29	3.00	1.22	3.27	3.06
		C=26	3.08	1.47	3.26	3.11
Communication about School	1979	P=28	1.21	0.35	1.24	1.25
		C=29	1.17	0.33	1.27	1.16
	1980	P=29	1.34	0.54	1.30	1.52
		C=26	1.38	0.50	1.40	1.52
	1981	P=30	1.47	0.47	1.48	1.50
		C=26	1.56	0.50	1.52	1.59

Table I-29

Site 9: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=12	4.00	1.60	3.84	3.78
		C=15	3.27	1.03	3.61	3.18
	1980	P=12	3.67	1.72	3.84	3.62
		C=16	3.75	1.39	3.70	3.81
	1981	P=12	3.75	1.66	3.87	3.21
		C=20	3.35	1.27	3.79	2.92
Breadth of Involvement	1979	P=12	7.58	2.32	5.99	6.79
		C=15	5.87	1.06	5.81	5.22
	1980	P=12	6.92	2.35	6.14	6.52
		C=16	6.00	2.00	5.80	5.81
	1981	P=12	7.17	2.52	6.10	6.40
		C=20	5.85	1.87	5.75	5.40
Program-Induced Knowledge/ Skill	1979	P=12	2.58	0.52	2.69	2.68
		C=15	2.73	0.59	2.74	2.80
	1980	P=12	2.25	0.87	2.65	2.30
		C=16	2.38	0.81	2.66	2.40
	1981	P=12	2.67	0.65	2.71	2.67
		C=20	2.70	0.47	2.72	2.68
Stimulation of Reading	1979	P=12	-0.01	0.63	0.03	-0.34
		C=15	-0.14	0.66	-0.01	-0.33
	1980	P=12	0.09	0.32	0.14	-0.10
		C=16	-0.13	0.36	0.10	-0.27
	1981	P=12	0.14	0.65	0.18	0.03
		C=20	0.03	0.49	0.09	-0.03
Support for Learning	1979	P=12	4.25	1.42	4.63	3.94
		C=15	3.80	1.52	4.61	3.51
	1980	P=12	4.00	1.54	4.08	3.75
		C=16	3.81	1.33	4.01	3.64
	1981	P=12	3.67	1.92	3.89	3.44
		C=20	3.35	1.46	3.82	3.21
Communication about School	1979	P=12	1.71	0.72	1.60	1.77
		C=15	2.00	0.75	1.66	2.00
	1980	P=12	1.63	0.74	1.51	1.71
		C=16	2.09	0.90	1.58	2.16
	1981	P=12	1.96	0.89	1.72	1.99
		C=20	2.10	0.82	1.74	2.13

Table I-30

Site 10: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes
1979-1980

Outcome Variable	Year	N	Observed Score Mean	Observed Score Standard Deviation	Design 1 Predicted Mean	ANCOVA Adjusted Mean
Frequency of Involvement	1979	P= 6	5.83	1.72	3.79	5.84
		C= 8	4.00	2.33	4.02	3.59
	1980	P= 8	5.38	2.39	3.66	5.56
		C= 2	4.50	4.95	4.01	4.40
	1981	P= 1	6.00	--	2.93	6.51
		P= 1	8.00	--	4.17	7.23
Breadth of Involvement	1979	P= 6	7.17	2.93	6.08	6.91
		P= 8	7.38	3.50	6.43	6.39
	1980	P= 8	7.63	2.33	5.51	7.97
		P= 2	7.50	9.19	5.98	7.20
	1981	P= 1	11.00	--	4.84	11.05
		C= 1	13.00	--	5.86	12.25
Program-Induced Knowledge/ Skill	1979	P= 6	2.83	0.41	2.78	2.86
		C= 8	2.75	0.46	2.77	2.79
	1980	P= 8	3.00	0.00	2.79	2.95
		C= 2	3.00	0.00	2.63	3.03
	1981	P= 1	1.00	--	2.69	1.24
		C= 1	3.00	--	2.64	3.09
Stimulation of Reading	1979	P= 6	0.01	0.65	0.21	-0.37
		C= 8	0.17	0.52	0.28	-0.27
	1980	P= 8	0.22	0.71	-0.09	0.21
		C= 2	-0.74	2.00	0.03	-0.89
	1981	P= 1	0.68	--	0.30	0.48
		C= 1	0.47	--	-0.06	0.55
Support for Learning	1979	P= 6	4.33	1.97	4.74	3.98
		C= 8	4.75	1.67	4.79	4.24
	1980	P= 8	4.63	1.77	3.91	4.61
		C= 2	4.50	3.54	4.09	4.16
	1981	P= 1	5.00	--	3.65	5.42
		C= 1	5.00	--	3.94	4.66
Communication about School	1979	P= 6	1.67	0.75	1.53	1.62
		C= 8	1.63	0.69	1.58	1.61
	1980	P= 8	1.75	0.66	1.58	1.71
		C= 2	1.75	0.36	1.53	1.83
	1981	P= 1	1.00	--	1.95	0.87
		C= 1	2.00	--	1.60	2.32

Table 1-31

Parent Outcomes
Summary of Effects from Designs 1 and 2
Applied to Aggregate PDC and Comparison Samples

Outcome Variable	Sample Size PDC/COMP	Design 1				Des.2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: Obs.-Predict	Probable/possible effects: PDC-COMP	PDC-COMP ANCOVA-adjusted means	Summary effects from Designs 1 & 2
Frequency of Involvement--1979	122/138	0	0	0	0	0	0
Frequency of Involvement--1980	132/140	+	0	0	-?	0	-??
Frequency of Involvement--1981	123/149	+	0	0	-?	0	-??
Breadth of Involvement--1979	122/138	0	+	+	+	+	+
Breadth of Involvement--1980	132/140	+	+	0	0	0	0
Breadth of Involvement--1981	123/149	+	+	0	0	0	0
Program-induced Knowledge/Skill--1979	122/138	0	0	0	0	0	0
Program-induced Knowledge/Skill--1980	132/140	0	0	0	0	0	0
Program-induced Knowledge/Skill--1981	123/149	0	0	0	0	0	0
Stimulation of Reading--1979	123/137	0	0	+	0	0	0
Stimulation of Reading--1980	132/141	0	+	+	+	0	+?
Stimulation of Reading--1981	123/149	0	0	0	0	0	0
Support for Learning--1979	122/138	0	0	0	0	0	0
Support for Learning--1980	132/140	0	0	+	0	0	0
Support for Learning--1981	123/149	0	0	0	0	0	0
Communication about School--1979	120/137	0	0	0	0	0	0
Communication about School--1980	131/140	0	0	0	0	0	0
Communication about School--1981	124/149	0	-	-	-	0	-?

Table I-32

Aggregate PDC and Comparison Samples: Observed, Predicted, and Adjusted (ANCOVA) Means for All Parent Outcomes 1979 - 1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
Frequency of Involvement	1979	P=124	4.09	1.80	3.87	4.03
		C=138	3.71	1.81	3.71	3.81
	1980	P=133	3.89	2.15	3.77	3.69
		C=140	3.48	1.76	3.48	3.65
	1981	P=123	3.51	1.80	3.66	3.29
		C=149	3.36	1.70	3.36	3.55
Breadth of Involvement	1979	P=124	6.16	3.24	5.58	6.04
		C=138	5.30	2.47	5.30	5.48
	1980	P=133	5.83	3.01	5.52	5.58
		C=140	5.01	2.65	5.01	5.24
	1981	P=123	5.68	3.41	5.35	5.36
		C=149	4.85	2.67	4.85	5.12
Program-Induced Knowledge/Skill	1979	P=124	2.73	0.53	2.76	2.75
		C=138	2.78	0.52	2.78	2.77
	1980	P=133	2.62	0.60	2.67	2.60
		C=140	2.68	0.60	2.68	2.70
	1981	P=123	2.70	0.60	2.74	2.68
		C=149	2.72	0.53	2.72	2.74
Stimulation of Reading	1979	P=125	-0.08	0.81	-0.26	-0.04
		C=137	-0.17	1.26	-0.19	-0.20
	1980	P=133	0.10	0.67	-0.04	0.07
		C=141	-0.08	0.76	-0.08	-0.06
	1981	P=123	0.06	0.63	-0.01	0.03
		C=149	-0.05	0.78	-0.05	-0.03
Support for Learning	1979	P=124	4.43	1.57	4.51	4.43
		C=138	4.47	1.68	4.47	4.49
	1980	P=133	4.16	1.54	3.86	4.09
		C=140	3.79	1.53	3.78	3.84
	1981	P=123	3.89	1.66	3.73	3.79
		C=149	3.62	1.46	3.62	3.69
Communication about School	1979	P=122	3.41	0.66	3.51	3.42
		C=137	3.50	0.58	3.50	3.51
	1980	P=132	3.44	0.61	3.48	3.41
		C=140	3.41	0.72	3.41	3.45
	1981	P=124	3.46	0.62	3.32	3.39
		C=149	3.25	0.78	3.25	3.30

Table I-33

Teacher Attitude Toward Parent Involvement 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	0	0	0	0	0	0
S2	P= 8 C=16	+*	+*	0	-	+?	+	+
S3	P=20 C=46	0	0	+	+	0	0	0
S4	P=18 C=33	0	0	0	0	0	0	0
S5	P=13 C=23	0	+*	+	-	+	+	+
S6	P=12 C=16	0	0	0	0	0	0	0
S7	P=10 C=32	0	0	0	0	0	0	0
S8	P=17 C=22	0	0	0	+	0	0	0
S9	P=19 C=30	0	+	+	0	+	+	+
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .07 R^2 ANCOVA: .13

Table I-34

Amount of Home Visiting by Teacher 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	0	0	0	0	0	0
S2	P= 8 C=17	0	+*	0	-	+	0	+ ?
S3	P=20 C=48	0	0	-	-	0	0	0
S4	P=18 C=33	0	-	0	+	-	-	-
S5	P=13 C=23	0	+*	0	-	+	+	+
S6	P=12 C=16	0	0	-	-	0	0	0
S7	P=10 C=32	0	0	0	-	0	0	0
S8	P=17 C=24	0	0	-	0	0	0	0
S9	P=19 C=30	0	0	0	0	0	0	0
S10	P= 6 C=18	0	0	+	+	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.08 R^2 ANCOVA:.36

Table 1-35

Parent as Teacher
1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C= 9	0	0	+	0	0	0	0
S2	P= 7 C=17	0	0	0	0	0	0	0
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=17 C=34	0	0	-	-	0	0	0
S5	P=12 C=23	0	0	0	+	0	0	0
S6	P=12 C=16	0	+*	+	0	+	+	+
S7	P=10 C=33	0	0	0	0	0	0	0
S8	P=17 C=22	0	+*	0	0	+	0	+ ?
S9	P=17 C=27	0	+	+	0	+	+	+
S10	P= 5 C=18	0	0	0	+	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.05,NS R^2 ANCOVA: .18

Table 1-36

Total Parent Time Available in Classroom
1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	0	0	0	0
S2	P= 8 C=17	-*	0	0	0	+?	0	+ ??
S3	P=20 C=48	0	+*	0	-	+	+	+
S4	P=18 C=34	0	0	-	-	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	-*	0	0	0	+?	0	+ ??
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	-	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.01,NS R^2 ANCOVA: .05,NS

Table I-37

Percent of Parent Time Allotted to Teaching Children 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	0	0	0	0
S2	P= 8 C=17	-*	0	0	0	+?	0	+ ??
S3	P=20 C=48	0	+*	0	-	+	0	+ ?
S4	P=18 C=34	0	0	-	-	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	+	+ ?
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	-*	0	0	0	+?	0	+ ??
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.01,NS R^2 ANCOVA: .08

Table I-38

Management of Information for Individualization 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	-*	-	+	-	-	-
S2	P= 8 C=17	+*	+*	+	0	+?	0	+ ??
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=18 C=34	0	0	-	0	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=16	0	0	0	0	0	0	0
S7	P=10 C=33	+*	0	0	0	-?	0	- ??
S8	P=17 C=24	0	0	0	0	0	0	0
S9	P=18 C=29	0	0	+	+	0	0	0
S10	P= 7 C=19	0	+*	0	-	+	+	+

Homogeneity of regressions (aggregate): NS
R^2: .09 R^2 ANCOVA: .21

Table I-39

Multicultural Instruction
1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	0	0	0	0	0	0
S2	P= 8 C=17	0	0	0	0	0	+	+ ?
S3	P=20 C=47	0	0	0	0	0	0	0
S4	P=18 C=35	0	0	0	0	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=16	0	0	+	+	0	0	0
S7	P=10 C=33	+*	0	-	0	-	0	- ?
S8	P=17 C=24	0	+*	0	-	+	+	+
S9	P=19 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	+	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .02, NS R^2 ANCOVA: .10

Table I-40

Health/Nutrition Instruction
1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	0	0	0	0	0	0
S2	P= 8 C=17	0	0	0	0	0	0	0
S3	P=20 C=48	0	-*	0	+	-	-	-
S4	P=18 C=35	0	-	-	0	-	-	-
S5	P=12 C=23	0	0	+	0	0	0	0
S6	P=12 C=16	0	+	+	0	+	+	+
S7	P=10 C=33	+*	-*	-	0	-	-	-
S8	P=17 C=24	0	0	-	-	0	0	0
S9	P=19 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .05, NS R^2 ANCOVA: .19

Table I-41

Use of Community Resources
1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	$-^*$	-	0	-	0	- ?
S2	P= 8 C=17	$+^*$	$+^*$	0	0	0	0	0
S3	P=20 C=48	0	$+^*$	0	0	+	+	+
S4	P=18 C=36	0	0	0	0	0	0	0
S5	P=13 C=23	0	0	+	0	0	0	0
S6	P=12 C=16	0	0	+	0	0	+	+ ?
S7	P=10 C=33	0	0	0	0	0	0	0
S8	P=17 C=24	0	0	-	0	0	0	0
S9	P=19 C=30	0	0	0	+	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .07 R^2 ANCOVA: .16

Table I-42

Stimulating and Attractive Classroom Physical Environment
1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=12	0	0	0	+	0	0	0
S2	P= 8 C=17	$+^*$	0	0	+	-	0	- ?
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=18 C=34	0	0	0	0	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	+	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	$+^*$	+	0	0	0	0	0
S9	P=20 C=30	0	0	-	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .08 R^2 ANCOVA: .13

Table I-43

Supportive, Enthusiastic Classroom Climate 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=11	0	0	+	0	0	0	0
S2	P= 8 C=17	+*	+	+	0	+?	0	+ ??
S3	P=20 C=48	0	-*	0	+	-	-	-
S4	P=18 C=34	0	-	-	0	-	-	-
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	+	0	0	0	0
S7	P= 9 C=33	0	0	0	-	0	0	0
S8	P=16 C=23	0	0	0	0	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.04,NS R^2 ANCOVA: .15

Table I-44

General Classroom Management: Orderly Classroom Process 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	-	0	+	-	0	- ?
S2	P= 8 C=17	+*	0	0	0	-?	0	- ??
S3	P=20 C=48	0	-*	-	0	-	-	-
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	+	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=23	0	0	0	0	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2 :.06,NS R^2 ANCOVA:.13

Table 1-45

Percent of Teacher Time Spent Teaching 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	0	0	0	0
S2	P= 8 C=17	0	0	+	+	0	0	0
S3	P=20 C=48	0	-*	-	+	-	-	-
S4	P=18 C=34	0	0	-	-	0	0	0
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	+	+	0	0	0
S8	P=16 C=24	0	0	0	-	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate):NS
R^2:.07 R^2 ANCOVA:.24

Table 1-46

Level of Teacher/Child Involvement in Learning 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=11	0	-	0	+	-	0	- ?
S2	P= 8 C=17	+*	0	0	0	-?	0	- ??
S3	P=20 C=48	0	-*	0	+	-	-	-
S4	P=18 C=34	0	-	-	0	-	-	-
S5	P=13 C=23	0	0	0	+	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=23	0	0	0	0	0	0	0
S9	P=20 C=30	0	0	-	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.05,NS R^2 ANCOVA: .13

Table I-47

Percent Child Time Engaged in Learning with High Attention 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	+	0	0	0
S2	P= 8 C=17	+*	+*	+	0	+?	0	+ ??
S3	P=20 C=48	0	-*	0	+	-	-	-
S4	P=18 C=34	0	0	-	0	0	0	0
S5	P=13 C=23	0	0	0	+	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	0	0	0	-	0	0	0
S9	P=20 C=30	0	0	-	-	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .04 R^2 ANCOVA: .23

Table I-48

Percent Child Time Engaged in Educational Activity 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	+	+	0	0	0
S2	P= 8 C=17	+*	0	-	0	-	0	- ?
S3	P=20 C=48	0	0	0	+	0	-	- ?
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	0	0	-	0	0	0
S6	P=12 C=15	0	0	+	+	0	0	0
S7	P= 9 C=33	0	0	-	-	0	0	0
S8	P=16 C=24	0	0	0	0	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .09 R^2 ANCOVA: .34

Table I-49

Time Per Child Available for Learning 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	-	-	0	0	0
S2	P= 8 C=17	0	0	0	0	0	0	0
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	0	-*	0	+	-	-	-
S9	P=20 C=30	0	0	0	+	0	0	0
S10	P= 7 C=19	0	-*	-	0	-	-	-

Homogeneity of regressions (aggregate): NS
R^2: .20 R^2 ANCOVA: .38

Table I-50

Time Per Child Allotted to Specific Academic Activities 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	0	0	0	0
S2	P= 8 C=17	0	0	0	0	0	0	0
S3	P=20 C=48	0	-	0	0	-	-	-
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	+*	0	-	+	+	+
S6	P=12 C=15	0	+	0	-	+	+	+
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	0	-*	0	+	-	-	-
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	-	-	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .22 R^2 ANCOVA: .38

Table I-51

Time Per Child Allotted to Mathematics 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	+*	0	0	+	+	+
S2	P= 8 C=17	0	0	+	0	0	0	0
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=18 C=34	0	0	0	0	0	-	- ?
S5	P=12 C=23	0	0	0	-	0	+	+ ?
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	-*	0	0	0	+?	0	+ ??
S8	P=16 C=24	0	0	0	0	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .09 R^2 ANCOVA: .13

Table I-52

Time Per Child Allotted to Reading/Language Arts 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	0	0	0	0
S2	P= 8 C=17	-*	0	0	0	+?	0	+ ??
S3	P=20 C=48	0	-	0	0	-	-	-
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	+*	+	-	+	+	+
S6	P=12 C=15	0	0	-	-	0	0	0
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	0	-*	0	+	-	-	-
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	-	-	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.17 R^2 ANCOVA: .31

Table 1-53

Time Per Child Engaged in Mathematics with High Attention 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	+	+	0	+	+	+
S2	P= 8 C=17	+*	+*	+	0	+?	+	+
S3	P=20 C=48	0	-	0	+	-	-	-
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	-*	0	0	-	+	0	+ ?
S8	P=16 C=24	0	0	0	0	0	0	0
S9	P=20 C=30	+*	0	0	0	-?	0	- ??
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .10 R^2 ANCOVA: .17

Table 1-54

Time Per Child Engaged in Reading/Language Arts with High Attention 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	0	+	0	-	- ?
S2	P= 8 C=17	0	0	0	0	0	0	0
S3	P=20 C=48	0	-*	0	+	-	-	-
S4	P=18 C=34	0	-*	-	0	-	-	-
S5	P=13 C=23	0	0	+	0	0	0	0
S6	P=12 C=15	0	+	0	-	+	0	+ ?
S7	P= 9 C=33	0	0	0	0	0	0	0
S8	P=16 C=24	0	0	-	0	0	0	0
S9	P=20 C=30	0	0	-	0	0	0	0
S10	P= 7 C=19	0	0	-	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .10 R^2 ANCOVA: .25

Table I-55

Percentage of Child Time Working with Materials of Own Choice 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	-	-	0	0	0
S2	P= 8 C=17	+*	0	-	0	-	0	- ?
S3	P=20 C=48	0	0	0	0	0	0	0
S4	P=18 C=34	0	+*	+	0	+	+	+
S5	P=13 C=23	0	0	0	0	0	0	0
S6	P=12 C=15	0	0	0	0	0	0	0
S7	P= 9 C=33	0	0	-	0	0	0	0
S8	P=16 C=24	0	0	0	-	0	0	0
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): .002*
R^2: .16 R^2 ANCOVA: .17

Table I-56

Percentage of Child Time Pacing Own Activity 1979-1981

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 7 C=12	0	0	-	-	0	0	0
S2	P= 8 C=17	0	0	0	+	0	0	0
S3	P=20 C=48	0	-*	-	-	-	-	-
S4	P=18 C=34	0	+*	+	0	+	+	+
S5	P=13 C=23	0	0	-	-	0	0	0
S6	P=12 C=15	0	0	-	-	0	0	0
S7	P= 9 C=33	0	0	+	+	0	0	0
S8	P=16 C=24	0	-*	0	+	-	-	-
S9	P=20 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): .052
R^2: .07 R^2 ANCOVA: .33

Table I-57

Teacher's Desire to Teach in School Next Year 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	-*	-	0	-	-	-
S2	P= 8 C=17	+*	0	0	0	-?	0	- ??
S3	P=19 C=48	0	0	+	+	0	0	0
S4	P=18 C=34	0	+	+	0	+	+	+
S5	P=13 C=22	0	0	0	0	0	0	0
S6	P=12 C=16	0	0	+	0	0	0	0
S7	P=10 C=33	0	0	+	0	0	0	0
S8	P=17 C=24	0	0	0	0	0	0	0
S9	P=18 C=30	0	0	0	0	0	0	0
S10	P= 7 C=19	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.02,NS R^2 ANCOVA:

Table I-58

Teacher's Willingness to Recommend School to Parents 1979-1981

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 6 C=13	0	-*	-	0	-	-	-
S2	P= 8 C=16	0	0	0	0	0	0	0
S3	P=18 C=48	0	-*	-	0	-	-	-
S4	P=18 C=34	0	+	+	0	+	+	+
S5	P=13 C=20	0	0	0	+	0	0	0
S6	P=11 C=15	0	0	0	0	0	0	0
S7	P=10 C=31	0	0	0	0	0	0	0
S8	P=17 C=24	0	0	-	-	0	0	0
S9	P=19 C=30	0	0	+	0	0	0	0
S10	P= 7 C=19	0	+*	0	-	+	+	+

Homogeneity of regressions (aggregate): NS
R^2: .06 R^2 ANCOVA: .19

Table I-59

Site 1: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P= 5	2.00	0.71	1.70	2.00
	C=11	1.82	0.87	1.69	1.82
Amount of Home Visiting	P= 5	2.00	1.00	1.47	2.04
	C=11	1.73	0.90	1.54	1.72
Parents as Teachers	P= 5	2.00	0.71	1.49	2.05
	C= 7	1.71	0.95	1.54	1.72
Total Parent Time Available in Class	P= 6	12.50	22.31	2.71	14.04
	C=10	4.00	12.65	3.31	3.69
% of Parent Time Allotted to Teaching Children	P= 6	12.12	29.69	3.32	13.42
	C=10	7.50	23.72	4.55	7.03
Management of Information for Individualization	P= 5	1.70	0.57	2.32	1.73
	C=11	2.73	0.52	2.37	2.73
Multicultural Instruction	P= 5	3.60	1.14	3.39	3.64
	C=11	3.73	1.35	3.44	3.80
Health/Nutrition Instruction	P= 5	3.00	1.58	3.94	3.10
	C=11	3.45	1.81	3.96	3.53
Use of Community Resources	P= 5	1.60	0.55	2.60	1.67
	C=11	2.27	0.47	2.59	2.30
Stimulating and Attractive Physical Environment	P= 5	2.60	0.72	2.58	2.60
	C=10	2.77	0.42	2.55	2.77
Supportive, Enthusiastic Climate	P= 6	2.87	0.21	2.55	2.88
	C= 9	2.76	0.66	2.53	2.74
Orderly Classroom Process	P= 6	2.88	0.19	2.90	2.90
	C=10	3.00	0.00	2.88	3.02
% of Teacher Time Spent Teaching	P= 6	0.84	0.08	0.79	0.84
	C=10	0.81	0.12	0.80	0.80
Level of Teacher/Child Involvement in Learning	P= 6	2.50	0.78	2.66	2.55
	C= 9	2.96	0.11	2.66	2.97
% Child Time: Learning With High Attention	P= 6	0.83	0.25	0.79	0.82
	C=10	0.96	0.06	0.77	0.96
% Child Time: Educational Activity	P= 6	88.17	4.22	79.51	87.34
	C=10	86.40	7.17	79.61	86.05
Time/Child Available for Learning	P= 6	225.48	27.18	247.99	222.68
	C=10	212.03	34.08	246.25	211.23
Time/Child: Specific Academic Activities	P= 6	182.67	31.42	173.88	175.26
	C=10	156.10	44.47	169.89	155.31
Time/Child: Math	P= 6	57.33	15.95	45.83	55.14
	C=10	35.20	19.15	43.56	34.64
Time/Child: Language Arts	P= 6	99.67	38.25	110.88	95.27
	C=10	109.20	37.97	110.77	107.20
Time/Child: Math With High Attention	P= 6	52.00	21.28	35.94	49.26
	C=10	34.50	18.55	32.52	34.06
Time/Child: Language Arts With High Attention	P= 6	81.33	44.35	88.18	76.76
	C=10	103.70	40.37	86.13	102.01
% Child Time: Materials of Own Choice	P= 6	3.67	6.59	7.75	3.89
	C=10	3.10	2.73	7.46	2.98
% Child Time: Pacing Own Activity	P= 6	36.83	12.07	50.94	36.28
	C=10	32.90	24.39	51.52	31.77
Desire to Teach in School Next Year	P= 5	2.60	2.19	4.39	2.65
	C=11	4.27	1.42	4.42	4.26
Willingness to Recommend School to Parents	P= 5	3.00	1.87	4.36	2.98
	C=11	4.45	0.82	4.36	4.41

Table I-60

Site 2: Observed, Predicted and Adjusted (ANCOVA) Means
for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score Mean	Observed Score Standard Deviation	Predicted Mean	ANCOVA Adjusted Mean
Attitude Toward Parent Involvement	P= 4	1.50	0.58	2.02	1.24
	C=13	1.15	0.55	1.66	1.18
Amount of Home Visiting	P= 4	1.75	0.50	1.55	1.60
	C=14	1.07	0.27	1.59	1.05
Parents as Teachers	P= 3	1.67	0.58	1.39	1.91
	C=14	1.36	0.63	1.49	1.37
Total Parent Time Available in Class	P= 4	0.00	0.00	-1.02	7.47
	C=14	3.21	12.03	3.36	3.21
% of Parent Time Available in Class	P= 4	0.00	0.00	-.60	8.11
	C=14	2.36	8.82	4.61	2.30
Management of Information for Individualization	P= 4	3.00	0.00	2.63	2.90
	C=14	2.43	0.70	2.37	2.41
Multicultural Instructi[illegible]	P= 4	4.50	0.58	3.56	4.87
	C=14	2.86	1.99	3.52	2.86
Health/Nutrition Instruction	P= 4	4.25	0.50	3.62	4.90
	C=14	4.43	1.55	4.06	4.41
Use of Community Resources	P= 4	4.00	1.63	3.14	3.63
	C=14	2.21	1.19	2.60	2.22
Stimulating and Attractive Physical Environment	P= 4	2.83	0.33	2.76	2.72
	C=14	2.79	0.31	2.54	2.79
Supportive, Enthusiastic Climate	P= 4	3.00	0.00	2.87	2.93
	C=14	2.55	0.53	2.52	2.52
Orderly Classroom Process	P= 4	3.00	0.00	3.01	2.92
	C=14	2.90	0.18	2.90	2.89
% of Teacher Time Spent Teaching	P= 4	0.87	0.02	0.79	0.86
	C=14	0.85	0.06	0.80	0.84
Level of Teacher/Child Involvement in Learning	P= 4	3.00	0.00	2.89	3.00
	C=14	2.62	0.50	2.68	2.60
% Child Time: Learning With High Attention	P= 4	0.88	0.05	0.86	0.85
	C=14	0.77	0.15	0.77	0.77
% Child Time: Educational Activity	P= 4	78.25	4.03	80.50	75.84
	C=14	80.64	6.82	79.74	80.32
Time/Child Available for Learning	P= 4	238.21	34.56	246.96	234.95
	C=14	247.36	32.23	247.74	244.65
Time/Child: Specific Academic Activities	P= 4	159.75	46.05	168.96	146.91
	C=14	183.36	41.28	170.27	181.79
Time/Child: Math	P= 4	54.00	12.03	47.08	51.14
	C=14	46.07	15.21	42.88	46.04
Time/Child: Language Arts	P= 4	75.50	24.45	104.92	64.12
	C=14	120.14	40.03	110.53	118.43
Time/Child: Math With High Attention	P= 4	46.50	5.20	41.78	42.82
	C=14	30.79	16.67	31.80	30.72
Time/Child: Language Arts With High Attention	P= 4	67.50	22.96	93.63	51.98
	C=14	100.29	44.73	86.51	98.29
% Child Time: Materials of Own Choice	P= 4	2.75	2.99	10.03	2.45
	C=14	5.29	5.46	7.13	5.53
% Child Time: Pacing Own Activity	P= 4	53.75	6.13	52.84	48.45
	C=14	53.36	10.05	50.35	53.32
Desire to Teach in School Next Year	P= 4	4.00	1.41	4.84	3.79
	C=14	4.57	1.09	4.42	4.54
Willingness to Recommend School to Parents	P= 4	4.25	0.96	4.50	4.28
	C=13	4.15	0.90	4.30	4.14

Table I-61

Site 3: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=17	2.06	0.75	1.67	2.09
	C=36	1.92	0.73	1.67	1.95
Amount of Home Visiting	P=17	1.18	0.53	1.43	1.22
	C=37	1.27	0.65	1.43	1.31
Parents as Teachers	P=17	1.53	0.72	1.45	1.58
	C=37	1.46	0.61	1.43	1.50
Total Parent Time Available in Class	P=17	14.71	41.44	3.26	14.89
	C=37	0.00	0.00	3.55	-0.20
% of Parent Time Allotted to Teaching Children	P=17	6.84	15.65	4.26	6.99
	C=37	0.00	0.00	4.80	-0.48
Management of Information for Individualization	P=17	2.44	0.63	2.35	2.45
	C=37	2.43	0.61	2.35	2.44
Multicultural Instruction	P=17	3.71	1.69	3.49	3.67
	C=36	3.61	1.64	3.51	3.59
Health/Nutrition Instruction	P=17	3.71	1.16	4.07	3.71
	C=37	4.49	1.35	4.11	4.45
Use of Community Resources	P=17	3.06	1.98	2.57	3.09
	C=37	2.19	1.02	2.52	2.22
Stimulating and Attractive Physical Environment	P=17	2.47	0.54	2.54	2.48
	C=37	2.59	0.51	2.51	2.61
Supportive, Enthusiastic Climate	P=17	2.32	0.74	2.50	2.34
	C=37	2.71	0.61	2.48	2.73
Orderly Classroom Process	P=17	2.64	0.60	2.91	2.63
	C=37	2.94	0.21	2.90	2.92
% of Teacher Time Spent Teaching	P=17	0.73	0.11	0.78	0.73
	C=37	0.84	0.07	0.78	0.85
Level of Teacher/Child Involvement in Learning	P=17	2.37	0.84	2.66	2.38
	C=37	2.83	0.36	2.63	2.84
% Child Time: Learning With High Attention	P=17	0.75	0.27	0.77	0.75
	C=37	0.87	0.14	0.76	0.88
% Child Time: Educational Activity	P=17	78.23	6.57	78.60	78.83
	C=37	83.30	6.61	78.60	84.02
Time/Child Available for Learning	P=17	239.09	43.04	244.40	238.28
	C=37	237.63	43.32	245.46	235.83
Time/Child: Specific Academic Activities	P=17	151.41	50.62	168.58	150.20
	C=37	177.81	44.19	169.88	176.51
Time/Child: Math	P=17	35.88	19.60	43.85	35.47
	C=37	46.03	21.38	42.82	46.11
Time/Child: Language Arts	P=17	96.18	36.96	108.80	96.30
	C=37	117.05	38.03	110.96	116.38
Time/Child: Math With High Attention	P=17	27.59	21.85	32.33	27.60
	C=37	40.03	20.82	30.94	40.78
Time/Child: Language Arts With High Attention	P=17	72.00	38.45	84.75	72.16
	C=37	102.86	38.71	85.46	103.03
% Child Time: Materials of Own Choice	P=17	7.24	7.30	8.09	7.08
	C=37	8.49	9.05	7.66	8.47
% Child Time: Pacing Own Activity	P=17	36.00	10.38	50.54	36.49
	C=37	47.05	12.72	50.43	47.59
Desire to Teach in School Next Year	P=16	4.75	0.45	4.36	4.76
	C=37	4.78	0.63	4.34	4.80
Willingness to Recommend School to Parents	P=15	3.73	0.88	4.27	3.77
	C=37	4.43	0.80	4.28	4.44

Table I-62

Site 4: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=11	1.82	0.98	1.62	1.95
	C=24	1.67	0.56	1.65	1.69
Amount of Home Visiting	P=11	1.55	1.04	1.36	1.62
	C=26	1.81	0.80	1.46	1.83
Parents as Teachers	P=10	1.20	0.42	1.40	1.23
	C=25	1.12	0.33	1.45	1.13
Total Parent Time Available in Class	P=11	1.82	4.62	3.72	0.91
	C=25	0.20	1.00	3.65	-0.85
% of Parent Time Allotted to Teaching Children	P=11	0.00	0.00	5.57	-1.20
	C=25	0.00	0.00	4.88	-0.85
Management of Information for Individualization	P=11	2.18	0.51	2.30	2.23
	C=25	2.26	0.77	2.35	2.26
Multicultural Instruction	P=11	3.64	1.86	3.68	3.47
	C=26	3.38	1.86	3.51	3.32
Health/Nutrition Instruction	P=11	3.64	1.57	4.35	3.45
	C=26	4.12	1.56	4.12	4.04
Use of Community Resources	P=11	2.91	1.38	2.37	2.94
	C=26	2.50	1.27	2.53	2.54
Stimulating and Attractive Physical Environment	P=11	2.55	0.65	2.47	2.59
	C=25	2.43	0.63	2.54	2.43
Supportive, Enthusiastic Climate	P=11	2.29	0.76	2.44	2.33
	C=25	2.59	0.74	2.49	2.59
Orderly Classroom Process	P=11	2.90	0.22	2.92	2.85
	C=25	2.89	0.22	2.89	2.88
% of Teacher Time Spent Teaching	P=11	0.68	0.16	0.78	0.70
	C=25	0.73	0.17	0.78	0.74
Level of Teacher/Child Involvement in Learning	P=11	2.42	0.86	2.65	2.41
	C=25	2.56	0.72	2.64	2.55
% Child Time: Learning With High Attention	P=11	0.71	0.23	0.74	0.73
	C=25	0.73	0.27	0.76	0.73
% Child Time: Educational Activity	P=11	66.18	13.68	77.75	68.33
	C=25	76.76	9.74	78.66	77.48
Time/Child Available for Learning	P=11	223.06	43.79	244.13	221.08
	C=25	244.31	38.93	241.10	246.81
Time/Child: Specific Academic Activities	P=11	134.91	42.67	165.57	138.68
	C=25	168.12	56.77	165.08	171.59
Time/Child: Math	P=11	36.00	24.73	41.49	37.34
	C=25	45.16	29.51	41.16	46.66
Time/Child: Language Arts	P=11	75.09	25.68	109.79	77.20
	C=25	111.60	37.06	108.08	114.02
Time/Child: Math With High Attention	P=11	19.09	13.65	27.78	22.71
	C=25	30.76	23.01	29.80	32.18
Time/Child: Language Arts With High Attention	P=11	59.27	29.48	83.83	62.41
	C=25	81.00	41.55	82.46	83.72
% Child Time: Materials of Own Choice	P=11	15.73	14.77	7.80	15.41
	C=25	7.52	6.99	8.19	7.13
% Child Time: Pacing Own Activity	P=11	64.18	14.15	50.30	64.81
	C=25	50.76	10.87	50.76	51.52
Desire to Teach in School Next Year	P=11	4.64	0.67	4.26	4.69
	C=25	3.72	1.72	4.31	3.75
Willingness to Recommend School to Parents	P=11	5.00	0.00	4.21	5.03
	C=25	4.08	1.15	4.24	4.12

Table I-63

Site 5: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=12	2.17	0.58	1.62	2.22
	C=22	1.36	0.79	1.68	1.36
Amount of Home Visiting	P=12	1.75	0.97	1.46	1.77
	C=22	1.09	0.29	1.59	1.06
Parents as Teachers	P=11	1.82	0.75	1.50	1.82
	C=22	1.82	0.73	1.54	1.82
Total Parent Time Available in Class	P=12	4.17	12.94	3.15	3.54
	C=22	5.68	15.61	2.95	5.93
% of Parent Time Allotted to Teaching Children	P=12	16.67	38.93	4.25	16.38
	C=22	7.82	22.01	4.05	7.96
Management of Information for Individualization	P=12	2.46	0.69	2.31	2.50
	C=22	2.52	0.57	2.33	2.54
Multicultural Instruction	P=12	3.67	1.30	3.47	3.61
	C=22	3.18	1.44	3.41	3.23
Health/Nutrition Instruction	P=12	4.83	1.34	4.13	4.77
	C=22	4.36	1.79	3.99	4.41
Use of Community Resources	P=12	3.08	1.38	2.53	3.15
	C=22	2.82	1.10	2.63	2.86
Stimulating and Attractive Physical Environment	P=12	2.58	0.61	2.54	2.59
	C=22	2.64	0.51	2.54	2.65
Supportive, Enthusiastic Climate	P=12	2.37	0.83	2.49	2.38
	C=22	2.56	0.63	2.51	2.56
Orderly Classroom Process	P=12	2.82	0.35	2.89	2.82
	C=22	2.93	0.16	2.88	2.95
% of Teacher Time Spent Teaching	P=12	0.78	0.11	0.78	0.78
	C=22	0.76	0.11	0.79	0.75
Level of Teacher/Child Involvement in Learning	P=12	2.67	0.67	2.66	2.66
	C=22	2.79	0.36	2.66	2.80
% Child Time: Learning With High Attention	P=12	0.80	0.20	0.77	0.79
	C=22	0.88	0.14	0.78	0.87
% Child Time: Educational Activity	P=12	75.00	9.25	78.28	76.04
	C=22	75.27	5.03	79.37	75.08
Time/Child Available for Learning	P=12	248.10	23.76	240.17	251.30
	C=22	246.11	25.59	246.63	244.70
Time/Child: Specific Academic Activities	P=12	183.75	44.10	162.39	188.97
	C=22	156.59	25.21	168.85	156.17
Time/Child: Math	P=12	46.42	20.19	42.88	47.20
	C=22	34.96	20.86	44.13	34.35
Time/Child: Langauge Arts	P=12	118.25	22.77	104.73	122.87
	C=22	100.05	24.98	108.63	99.81
Time/Child: Math With High Attention	P=12	35.83	22.09	31.31	36.72
	C=22	30.32	19.79	33.25	29.43
Time/Child: Language Arts With High Attention	P=12	94.83	26.54	81.16	98.64
	C=22	88.00	27.46	85.49	87.06
% Child Time: Materials of Own Choice	P=12	6.83	6.52	8.66	6.23
	C=22	8.00	5.29	7.49	8.09
% Child Time: Pacing Own Activity	P=12	44.25	10.99	50.95	44.92
	C=22	45.86	12.08	50.82	45.68
Desire to Teach in School Next Year	P[illegible]2	4.00	1.65	4.31	4.05
	C=[illegible]	4.52	1.08	4.42	4.53
Willingness to Recommend School to Parents	P=1[illegible]	4.33	0.98	4.26	4.36
	C=19	4.63	0.60	4.34	4.62

Table I-64

Site 6: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score: Mean	Observed Score: Standard Deviation	Predicted Mean	ANCOVA Adjusted Mean
Attitude Toward Parent Involvement	P=11	2.00	0.77	1.70	1.97
	C=13	1.77	0.83	1.80	1.69
Amount of Home Visiting	P=11	1.27	0.47	1.56	1.26
	C=13	1.15	0.38	1.52	1.13
Parents as Teachers	P=11	1.73	0.47	1.50	1.74
	C=13	1.31	0.63	1.47	1.32
Total Parent Time Available in Class	P=11	6.82	16.62	3.37	6.27
	C=12	4.58	14.38	3.33	5.57
% of Parent Time Allotted to Teaching Children	P=11	17.36	38.68	4.76	16.33
	C=12	8.33	28.87	3.77	9.80
Management of Information for Individualization	P=11	2.32	0.78	2.32	2.35
	C=13	2.35	0.69	2.39	2.28
Multicultural Instruction	P=11	4.45	1.44	3.40	4.51
	C=13	4.62	1.12	3.67	4.61
Health/Nutrition Instruction	P=11	4.82	1.33	3.95	4.88
	C=13	3.69	1.65	3.72	3.83
Use of Community Resources	P=11	3.64	1.12	2.58	3.68
	C=13	3.08	1.19	2.95	2.96
Stimulating and Attractive Physical Environment	P=11	2.64	0.53	2.52	2.66
	C=12	2.86	0.30	2.64	2.83
Supportive, Enthusiastic Climate	P=11	2.71	0.48	2.48	2.71
	C=12	2.58	0.44	2.62	2.55
Orderly Classroom Process	P=11	2.93	0.13	2.87	2.96
	C=12	2.98	0.06	2.90	2.98
% of Teacher Time Spent Teaching	P=11	0.81	0.06	0.79	0.80
	C=12	0.75	0.06	0.78	0.74
Level of Teacher/Child Involvement in Learning	P=11	2.79	0.40	2.61	2.83
	C=12	2.78	0.26	2.69	2.79
% Child Time: Learning With High Attention	P=11	0.80	0.19	0.76	0.81
	C=12	0.76	0.15	0.78	0.77
% Child Time: Educational Activity	P=11	76.64	8.18	79.25	87.58
	C=12	81.17	3.86	80.37	79.62
Time/Child Available for Learning	P=11	246.01	32.87	246.61	244.93
	C=12	237.27	32.27	248.79	237.59
Time/Child: Specific Academic Activities	P=11	185.91	49.83	170.36	185.91
	C=12	156.08	32.35	170.85	150.93
Time/Child: Math	P=11	44.46	13.48	42.69	44.51
	C=12	43.50	34.87	44.33	41.69
Time/Child: Language Arts	P=11	99.09	26.08	111.81	97.82
	C=12	91.25	26.40	109.12	88.14
Time/Child: Math With High Attention	P=11	34.18	17.37	31.56	34.08
	C=12	37.58	31.40	35.27	35.69
Time/Child: Language Arts With High Attention	P=11	81.00	26.20	85.94	80.61
	C=12	66.25	20.99	85.07	64.45
% Child Time: Materials of Own Choice	P=11	4.00	5.98	7.15	4.09
	C=12	7.08	7.22	8.09	7.31
% Child Time: Pacing Own Activity	P=11	45.00	6.88	51.30	44.49
	C=12	46.92	10.71	50.32	46.28
Desire to Teach in School Next Year	P=11	4.91	0.30	4.37	4.95
	C=13	4.54	1.13	4.47	4.48
Willingness to Recommend School to Parents	P=10	4.40	0.84	4.33	4.40
	C=12	4.83	0.39	4.32	4.88

Table I-65

Site 7: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P= 8	1.88	0.83	1.72	1.77
	C=27	1.67	0.62	1.73	1.61
Amount of Home Visiting	P= 8	1.25	0.46	1.49	1.28
	C=27	1.30	0.67	1.52	1.32
Parents as Teachers	P= 8	1.88	0.83	1.53	1.79
	C=28	1.64	0.73	1.58	1.61
Total Parent Time Available in Class	P= 7	17.14	45.36	3.38	16.96
	C=28	2.68	11.59	2.99	3.39
% of Parent Time Allotted to Teaching Children	P= 7	1.86	4.91	4.56	1.58
	C=28	3.57	18.90	4.05	3.58
Management of Information for Individualization	P= 8	2.44	0.73	2.42	2.31
	C=28	2.29	0.63	2.31	2.30
Multicultural Instruction	P= 8	3.13	1.13	3.63	2.91
	C=28	3.21	1.55	3.38	3.28
Health/Nutrition Instruction	P= 8	2.63	1.06	4.34	2.31
	C=28	3.86	1.56	4.03	3.86
Use of Community Resources	P= 8	2.88	1.64	2.64	2.74
	C=28	2.39	1.40	2.63	2.34
Stimulating and Attractive Physical Environment	P= 7	2.19	0.74	2.62	2.11
	C=28	2.43	0.54	2.56	2.42
Supportive, Enthusiastic Climate	P= 7	2.09	0.94	2.45	2.10
	C=28	2.11	0.67	2.45	2.14
Orderly Classroom Process	P= 7	2.74	0.40	2.93	2.67
	C=28	2.81	0.31	2.89	2.81
% of Teacher Time Spent Teaching	P= 7	0.85	0.04	0.78	0.88
	C=28	0.85	0.09	0.79	0.85
Level of Teacher/Child Involvement in Learning	P= 7	2.29	0.78	2.69	2.21
	C=28	2.54	0.72	2.64	2.56
% Child Time: Learning With High Attention	P= 7	0.69	0.21	0.75	0.68
	C=28	0.75	0.17	0.77	0.74
% Child Time: Educational Activity	P= 7	68.71	10.56	79.03	68.60
	C=28	73.25	9.60	79.54	72.41
Time/Child Available for Learning	P= 7	246.66	30.17	235.23	255.94
	C=28	243.63	32.35	247.02	242.97
Time/Child Specific Academic Activities	P= 7	153.00	37.77	160.56	160.08
	C=28	164.21	36.79	172.49	160.71
Time/Child: Math	P= 7	42.14	19.57	37.52	45.68
	C=28	36.75	18.13	43.41	35.93
Time/Child: Language Arts	P= 7	101.00	42.03	107.44	106.92
	C=28	118.43	33.23	113.41	115.77
Time/Child: Math With High Attention	P= 7	27.00	23.44	26.05	30.35
	C=28	25.71	13.27	32.20	24.71
Time/Child: Language Arts With High Attention	P= 7	70.43	35.52	81.53	74.62
	C=28	87.00	29.45	87.75	84.52
% Child Time: Materials of Own Choice	P= 7	3.57	4.12	8.11	3.39
	C=28	6.21	5.50	6.71	6.85
% Child Time: Pacing Own Activity	P= 7	61.29	11.59	53.93	61.12
	C=28	63.21	11.07	52.72	62.35
Desire to Teach in School Next Year	P= 8	4.88	0.35	4.41	4.75
	C=28	4.32	1.25	4.43	4.31
Willingness to Recommend School to Parents	P= 8	4.38	0.92	4.20	4.41
	C=26	4.46	0.86	4.38	4.41

Table I-66

Site 8: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=13	2.08	0.64	1.89	1.99
	C=16	2.13	0.89	1.64	2.16
Amount of Home Visiting	P=13	1.15	0.38	1.60	1.09
	C=18	1.56	0.78	1.54	1.56
Parents as Teachers	P=13	1.77	0.44	1.58	1.71
	C=16	1.31	0.48	1.47	1.33
Total Parent Time Available in Class	P=12	7.08	21.58	1.57	8.63
	C=18	9.44	40.07	4.27	7.98
% of Parent Time Allotted to Teaching Children	P=12	10.58	29.21	2.86	13.13
	C=18	4.11	17.44	5.24	2.67
Management of Information for Individualization	P=13	2.04	0.78	2.18	2.12
	C=18	2.06	0.78	2.36	2.05
Multicultural Instruction	P=13	4.00	1.41	3.85	3.97
	C=18	2.83	1.42	3.43	2.87
Health/Nutrition Instruction	P=13	2.92	0.95	3.61	3.07
	C=18	2.83	1.50	4.00	2.83
Use of Community Resources	P=13	2.23	1.24	3.13	2.02
	C=18	2.11	0.90	2.52	2.19
Stimulating and Attractive Physical Environment	P=12	2.72	0.34	2.63	2.72
	C=18	2.31	0.49	2.54	2.32
Supportive, Enthusiastic Climate	P=12	2.73	0.35	2.60	2.75
	C=18	2.57	0.51	2.50	2.55
Orderly Classroom Process	P=12	2.94	0.12	2.92	2.94
	C=18	2.85	0.27	2.87	2.87
% of Teacher Time Spent Teaching	P=12	0.75	0.08	0.77	0.76
	C=18	0.74	0.09	0.79	0.74
Level of Teacher/Child Involvement in Learning	P=12	2.81	0.30	2.72	2.82
	C=18	2.52	0.51	2.66	2.51
% Child Time: Learning With High Attention	P=12	0.67	0.30	0.79	0.71
	C=18	0.55	0.27	0.76	0.55
% Child Time: Educational Activity	P=12	76.92	11.19	78.25	77.79
	C=18	77.61	6.26	79.83	77.17
Time/Child Available for Learning	P=12	239.17	36.90	242.52	246.67
	C=18	276.74	48.93	246.31	276.22
Time/Child: Specific Academic Activities	P=12	148.75	49.23	150.95	161.68
	C=18	205.22	53.44	171.63	203.65
Time/Child: Math	P=12	37.08	11.24	40.68	39.07
	C=18	51.00	22.61	44.52	49.65
Time/Child: Language Arts	P=12	83.33	35.37	96.64	93.03
	C=18	125.83	46.94	111.41	124.30
Time/Child: Math With High Attention	P=12	26.08	14.58	31.76	29.10
	C=18	27.56	19.90	32.58	26.53
Time/Child: Language Arts With High Attention	P=12	54.33	37.17	75.71	64.44
	C=18	66.83	33.29	85.18	66.01
% Child Time: Materials of Own Choice	P=12	5.75	8.76	10.03	5.34
	C=18	4.17	5.96	7.22	4.01
% Child Time: Pacing Own Activity	P=12	47.83	16.81	50.23	47.62
	C=18	57.56	14.26	51.14	57.13
Desire to Teach in School Next Year	P=13	4.31	1.18	4.43	4.38
	C=18	4.17	1.10	4.38	4.15
Willingness to Recommend School to Parents	P=13	3.77	0.73	4.36	3.87
	C=18	3.78	1.31	4.36	3.70

Table I-67

Site 9: Observed, Predicted and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=18	2.06	0.80	1.67	2.06
	C=27	1.67	0.68	1.69	1.65
Amount of Home Visiting	P=18	1.33	0.59	1.53	1.33
	C=27	1.56	0.93	1.59	1.53
Parents as Teachers	P=17	2.00	0.87	1.52	2.02
	C=24	1.54	0.66	1.53	1.53
Total Parent Time Available in Class	P=19	9.47	40.10	3.39	9.54
	C=27	2.59	7.52	3.05	2.58
% of Parent Time Allotted to Teaching Children	P=19	8.72	26.74	4.16	8.64
	C=27	6.19	22.75	4.47	5.83
Management of Information for Individualization	P=17	2.62	0.45	2.36	2.62
	C=26	2.67	0.56	2.33	2.70
Multicultural Instruction	P=18	3.44	1.42	3.36	3.52
	C=27	3.67	1.64	3.45	3.70
Health/Nutrition Instruction	P=18	3.67	1.75	3.91	3.76
	C=27	4.19	1.42	4.01	4.22
Use of Community Resources	P=18	3.06	1.66	2.62	3.12
	C=27	3.56	1.42	2.60	3.58
Stimulating and Attractive Physical Environment	P=19	2.32	0.71	2.55	2.33
	C=27	2.49	0.63	2.53	2.51
Supportive, Enthusiastic Climate	P=19	2.40	0.75	2.51	2.41
	C=27	2.42	0.67	2.49	2.42
Orderly Classroom Process	P=19	2.78	0.41	2.88	2.80
	C=27	2.83	0.42	2.88	2.84
% of Teacher Time Spent Teaching	P=19	0.82	0.11	0.79	0.81
	C=27	0.78	0.12	0.80	0.77
Level of Teacher/Child Involvement in Learning	P=19	2.26	0.83	2.65	2.29
	C=27	2.54	0.70	2.64	2.56
% Child Time: Learning With High Attention	P=19	0.62	0.18	0.78	0.61
	C=27	0.68	0.20	0.77	0.68
% Child Time: Educational Activity	P=19	82.42	6.58	79.48	81.95
	C=27	81.52	10.36	79.28	81.53
Time/Child Available for Learning	P=19	256.35	39.02	247.05	254.78
	C=27	260.97	36.89	247.07	259.06
Time/Child: Specific Academic Activities	P=19	175.26	31.39	172.22	171.38
	C=27	171.52	50.52	169.21	171.74
Time/Child: Math	P=19	49.68	28.63	45.63	47.74
	C=27	46.67	26.11	42.81	46.82
Time/Child: Language Arts	P=19	105.53	33.38	110.42	103.41
	C=27	107.41	45.53	110.38	106.58
Time/Child: Math With High Attention	P=19	29.58	18.91	34.57	27.53
	C=27	29.96	16.34	31.73	30.05
Time/Child: Language Arts With High Attention	P=19	63.26	23.42	86.23	61.22
	C=27	79.30	47.58	86.05	78.51
% Child Time: Materials of Own Choice	P=19	9.21	7.04	7.54	9.24
	C=27	9.15	8.75	7.22	9.30
% Child Time: Pacing Own Activity	P=19	51.21	10.16	51.03	50.88
	C=27	51.11	12.40	50.92	50.74
Desire to Teach in School Next Year	P=17	4.53	1.01	4.42	4.53
	C=27	4.67	0.55	4.39	4.69
Willingness to Recommend School to Parents	P=18	4.61	0.61	4.38	4.55
	C=27	4.44	0.70	4.32	4.44

Table I-68

Site 10: Observed, Predicted and Adjusted (ANCOVA) Means
for All Teacher/Classroom Outcomes Across All Years

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P= 6	1.83	0.75	1.66	1.84
	C=18	1.44	1.15	1.56	1.50
Amount of Home Visiting	P= 5	2.80	1.30	1.57	2.79
	C=17	3.24	1.20	1.80	3.14
Parents as Teachers	P= 4	1.50	0.58	1.48	1.49
	C=17	1.94	0.75	1.68	1.79
Total Parent Time Available in Class	P= 6	0.83	2.04	4.42	-0.39
	C=18	6.39	22.28	2.75	6.20
% of Parent Time Allotted to Teaching Children	P= 6	16.67	40.83	5.25	15.36
	C=18	11.84	28.66	3.46	13.21
Management of Information for Individualization	P= 6	2.33	0.41	2.39	2.29
	C=18	1.69	0.62	2.37	1.61
Multicultural Instruction	P= 6	4.50	0.84	3.43	4.53
	C=18	3.94	1.30	3.49	3.87
Health/Nutrition Instruction	P= 6	4.83	0.98	3.95	4.86
	C=18	4.11	1.71	4.15	3.94
Use of Community Resources	P= 6	3.17	0.98	2.56	3.24
	C=18	3.00	1.65	2.76	2.94
Stimulating and Attractive Physical Environment	P= 6	2.33	0.84	2.55	2.33
	C=18	2.56	0.63	2.63	2.48
Supportive, Enthusiastic Climate	P= 6	2.49	0.73	2.50	2.47
	C=18	2.31	0.62	2.54	2.22
Orderly Classroom Process	P= 6	2.93	0.08	2.87	2.95
	C=18	2.87	0.38	2.90	2.86
% of Teacher Time Spent Teaching	P= 6	0.74	0.17	0.79	0.74
	C=18	0.73	0.12	0.78	0.73
Level of Teacher/Child Involvement in Learning	P= 6	2.61	0.80	2.64	2.61
	C=18	2.57	0.70	2.73	2.47
% Child Time: Learning With High Attention	P= 6	0.68	0.23	0.76	0.68
	C=18	0.78	0.21	0.80	0.74
% Child Time: Educational Activity	P= 6	85.00	8.15	79.97	84.26
	C=18	81.50	11.07	79.86	80.94
Time/Child Available for Learning	P= 6	186.06	32.66	247.24	184.66
	C=18	232.94	37.61	239.69	237.33
Time/Child: Specific Academic Activities	P= 6	139.50	48.35	174.45	134.96
	C=18	137.72	56.71	160.11	142.80
Time/Child: Math	P= 6	33.17	30.92	44.22	31.75
	C=18	40.33	22.82	40.47	42.97
Time/Child: Language Arts	P= 6	79.17	27.15	113.34	75.90
	C=18	82.67	50.37	102.04	87.25
Time/Child: Math With High Attention	P= 6	21.83	22.42	32.73	20.35
	C=18	30.89	18.02	31.42	30.82
Time/Child: Language Arts With High Attention	P= 6	51.33	17.49	86.36	49.30
	C=18	65.50	48.73	80.61	67.14
% Child Time: Materials of Own Choice	P= 6	12.50	8.02	7.04	12.58
	C=18	12.33	10.57	8.25	12.43
% Child Time: Pacing Own Activity	P= 6	58.67	19.86	50.78	58.65
	C=18	49.78	13.57	49.55	52.19
Desire to Teach in School Next Year	P= 6	4.17	1.60	4.39	4.14
	C=18	4.06	1.16	4.39	3.99
Willingness to Recommend School to Parents	P= 6	4.83	0.41	4.35	4.77
	C=18	3.78	0.88	4.19	3.81

Table I-69

Teacher/Classroom Outcomes
Summary of Effects from Designs 1 and 2
Applied to Aggregate PDC and Comparison Samples

Outcome Variable	Sample Size PDC/COMP	Design 1				Des.2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: Obs.-Predict	Probable/possible effects: PDC-COMP	PDC-COMP ANCOVA-adjusted means	Summary effects from Designs 1 & 2
Attitude toward Parent Involvement	105/207	0	+	+	+	+	+
Amount of Home Visiting	104/212	0	0	0	0	0	0
Parent as Teacher	99/203	0	+	+	+	+	+
Parent Time Available in Class	105/211	0	0	+	0	+	+?
Stimulating and Attractive Environment	104/211	0	0	0	0	0	0
Supportive and Enthusiastic Climate	105/210	0	0	0	0	0	0
Maintenance of Orderly Class Process	105/211	0	0	-	0	-	-?
Management of Info. for Individualiz.	104/212	0	0	0	0	0	0
% Time Teaching Children	105/211	0	0	0	0	0	0
Level of T & C Involvement in Learning	105/210	0	0	-	0	-	-?
% Child Time in Any Ed. Activity	105/211	0	0	0	0	0	0
% Child Time Learning with High Atten.	105/211	0	0	-	0	0	0
Multicultural Instruction	105/213	0	0	+	0	0	0
Health/Nutrition Instruction	105/214	0	0	0	0	0	0
Use of Community Resources	105/214	0	+	+	+	0	+?
Minutes/Child--Learning	105/211	0	0	0	0	0	0
Minutes/Child--Specific Academic	105/211	0	0	0	0	0	0
Minutes/Child--Math	105/211	0	0	0	0	0	0
Minutes/Child--Reading	105/211	0	-	-	-	-	-
Minutes/Child--Math with High Atten.	105/211	0	0	0	0	0	0
Minutes/Child--Read. with High Atten.	105/211	0	-	-	-	-	-

Table I-70

Aggregate PDC and Comparison Samples: Observed, Predicted, and Adjusted (ANCOVA) Means for All Teacher/Classroom Outcomes

Outcome Variable	N	Observed Score		Predicted Mean	ANCOVA Adjusted Mean
		Mean	Standard Deviation		
Attitude Toward Parent Involvement	P=105	1.99	0.74	1.71	1.97
	C=207	1.68	0.79	1.68	1.69
Amount of Home Visiting	P=104	1.46	0.79	1.50	1.51
	C=212	1.54	0.91	1.54	1.52
Parents as Teachers	P= 99	1.72	0.69	1.49	1.73
	C=203	1.51	0.67	1.51	1.51
Total Parent Time Available in Class	P=105	8.19	28.40	3.02	8.46
	C=211	3.32	15.92	3.32	3.18
% of Parent Time Allotted to Teaching Children	P=105	9.39	26.72	4.11	9.35
	C=211	4.43	18.33	4.43	4.45
Management of Information for Individualization	P=104	2.36	0.65	2.33	2.36
	C=212	2.35	0.69	2.35	2.35
Multicultural Instruction	P=105	3.79	1.43	3.53	3.73
	C=213	3.47	1.61	3.47	3.50
Health/Nutrition Instruction	P=105	3.81	1.47	4.00	3.83
	C=214	4.03	1.59	4.03	4.02
Use of Community Resources	P=105	2.96	1.52	2.65	2.92
	C=214	2.61	1.29	2.61	2.64
Stimulating and Attractive Physical Environment	P=104	2.50	0.61	2.56	2.49
	C=211	2.55	0.54	2.55	2.56
Supportive, Enthusiastic Climate	P=105	2.48	0.69	2.52	2.46
	C=210	2.50	0.65	2.50	2.51
Orderly Classroom Process	P=105	2.83	0.36	2.90	2.81
	C=211	2.89	0.27	2.89	2.90
% of Teacher Time Spent Teaching	P=105	0.78	0.12	0.78	0.78
	C=211	0.79	0.12	0.79	0.79
Level of Teacher/Child Involvement in Learning	P=105	2.52	0.72	2.67	2.51
	C=210	2.66	0.57	2.66	2.66
% Child Time: Learning With High Attention	P=105	0.72	0.23	0.77	0.73
	C=211	0.77	0.21	0.77	0.77
% Child Time: Educational Activity	P=105	78.51	10.75	78.89	78.30
	C=211	79.34	8.89	79.34	79.44
Time/Child Available for Learning	P=105	238.96	38.56	244.24	238.76
	C=211	245.44	39.21	245.44	245.54
Time/Child: Specific Academic Activities	P=105	162.53	45.46	166.51	162.56
	C=211	168.86	47.48	168.86	168.85
Time/Child: Math	P=105	42.81	21.62	43.16	42.41
	C=211	42.91	23.47	42.91	43.11
Time/Child: Language Arts	P=105	95.78	33.44	107.80	97.20
	C=211	109.76	39.87	109.76	109.06
Time/Child: Math With High Attention	P=105	30.27	19.97	32.17	30.14
	C=211	31.87	19.83	31.87	31.94
Time/Child: Language Arts With High Attention	P=105	69.70	32.42	84.01	71.25
	C=211	85.13	39.96	85.13	84.36
% Child Time: Materials of Own Choice	P=105	7.61	8.59	8.14	7.53
	C=211	7.52	7.59	7.52	7.56
% Child Time: Pacing Own Activity	P=105	48.65	14.76	51.05	49.32
	C=211	50.90	14.35	50.90	50.56
Desire to Teach in School Next Year	P=103	4.42	1.16	4.39	4.41
	C=212	4.39	1.14	4.39	4.39
Willingness to Recommend School to Parents	P=102	4.26	0.94	4.31	4.26
	C=206	4.31	0.92	4.31	4.31

Table I-71

PIAT Math
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 8 C= 7	0	0	0	0	0	-	- ?
S3	P=15 C=23	0	0	0	0	0	0	0
S4	P=13 C=27	0	0	0	0	0	0	0
S5	P=10 C= 6	0	0	0	0	0	-	- ?
S6	P=17 C= 7	0	0	0	0	0	-	- ?
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=19 C=23	+*	+*	0	0	0	+	+ ?
S9	P=12 C=21	+*	+*	0	0	0	+*	+ ?
S10	P= 7 C=16	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.23 R^2 ANCOVA:.33

Table I-72

PIAT Math
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=17 C=28	0	0	0	0	0	0	0
S4	P=13 C=23	0	0	0	0	0	0	0
S5	P= 9 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=14	-*	-*	0	0	0	0	0
S8	P=30 C=28	0	+	0	0	+	0	+ ?
S9	P=12 C=16	+*	+*	0	0	0	+	+ ?
S10	P=10 C=14	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): NS
R^2:.43 R^2 ANCOVA:.42

Table I-73

PIAT Math
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=12 C=27	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	+	0	0	0	0
S7	P=10 C=15	-*	-*	0	+	-?	0	- ??
S8	P=27 C=24	+*	0	-	0	-	0	- ?
S9	P=13 C=18	0	+*	0	-	+	+*	+
S10	P=10 C=12	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate):NS
R^2:.35 R^2 ANCOVA:.44

Table I-74

PIAT Math
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	+*	+	0	+	+*	+
S3	P=18 C=30	0	0	0	0	0	0	0
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=16 C=10	0	0	0	0	0	0	0
S7	P=11 C=14	-*	-*	0	+	-?	-*	-
S8	P=29 C=28	0	0	0	0	0	0	0
S9	P=13 C=20	+*	+*	0	0	0	0	0
S10	P=10 C=15	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate):NS
R^2:.37 R^2 ANCOVA:.45

Table I-75

PIAT Reading
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=11 C=10	0	+	0	-	+	+*	+
S2	P= 7 C= 6	0	0	0	0	0	0	0
S3	P=15 C=20	0	+	0	-	+	+	+
S4	P=13 C=27	0	0	+	0	0	0	0
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	0	0	+	+	0	0	0
S7	P=11 C=15	-*	-*	0	+	-?	-*	-
S8	P=19 C=22	+*	+*	+	0	+?	+*	+
S9	P=12 C=21	0	+	+	+	+	0	+ ?
S10	P= 7 C=16	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): $p \leq .05$.
R^2: .22 R^2 ANCOVA: .40

Table I-76

PIAT Reading
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	0	-	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=17 C=27	0	0	0	0	0	0	0
S4	P=10 C=22	0	0	0	0	0	0	0
S5	P= 9 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=14	-*	-*	0	+	-?	-*	-
S8	P=29 C=26	0	0	-	0	0	0	0
S9	P=12 C=16	+*	+*	0	-	+?	0	+ ??
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .19 R^2 ANCOVA: .30

Table I-77

BSM English
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 13 C= 11	-*	0	+	0	+	0	+ ?
S2	P= 8 C= 8	0	0	+	+	0	0	0
S3	P=15 C=24	0	0	0	0	0	0	0
S4	P=13 C=28	+*	0	-	0	-	0	- ?
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	+*	0	0	0	-?	0	- ??
S7	P=11 C=15	0	-	0	0	-	0	- ?
S8	P=18 C=14	0	+	0	0	+	0	+ ?
S9	P=13 C=21	0	0	+	+	0	0	0
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .40 R^2 ANCOVA: .52

Table I-78

BSM English
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	-*	0	+	0	+	0	+ ?
S2	P= 8 C= 9	0	0	+	0	0	0	0
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=13 C=23	+*	0	-	0	-	0	- ?
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=15	-*	-*	0	0	0	-	- ?
S8	P=30 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .50 R^2 ANCOVA: .55

Table 1-79

MAT Reading
Spring 1980/Second grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=28	0	+	+	0	+	0	+ ?
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	+	0	0	0
S6	P=17 C= 8	0	0	+	0	0	0	0
S7	P=11 C=15	-*	-*	0	+	-?	-*	-
S8	P=30 C=28	0	0	0	0	0	0	0
S9	P=13 C=18	0	+	0	0	+	0	+ ?
S10	P=10 C=14	0	0	0	-	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .25 R^2 ANCOVA: .35

Table 1-80

MAT Reading
Spring 1981/Third grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	-	-	0	-	-	-
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=13 C=28	0	+	+	0	+	0	+ ?
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	+	+	0	0	0
S7	P=11 C=15	-*	-*	0	+	-?	-*	-
S8	P=31 C=30	0	0	0	0	0	0	0
S9	P=13 C=21	+*	+*	0	-	+?	+	+
S10	P= 0 C=17							

Homogeneity of regressions (aggregate): NS
R^2: .27 R^2 ANCOVA: .36

Table I-81

BSM English
Spring 1980/Second grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	-*	+*	+	0	+	+*	+
S2	P= 8 C= 9	0	0	+	0	0	0	0
S3	P=18 C=28	0	0	0	0	0	0	0
S4	P=13 C=28	+*	0	-	0	-	0	- ?
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=30 C=28	+*	0	-	0	-	0	- ?
S9	P=13 C=18	0	0	-	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): $p < .10$
R^2: .46 R^2 ANCOVA: .51

Table I-82

BSM English
Spring 1981/Third grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1 †	P=13 C=13	-*	0	+	0	+	0	+ ?
S2 †	P= 8 C= 9	0	0	+	+	0	0	0
S3	P=18 C=30	0	+	0	0	+	0	+ ?
S4	P=13 C=28	+*	0	-	0	-	0	- ?
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	+*	0	0	0	-?	0	- ??
S7	P=11 C=15	-*	-	0	0	0	0	0
S8	P=31 C=30	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P=10 C=17	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): NS
R^2: .43 R^2 ANCOVA: .42

Table I-83

Verbal Fluency
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	-	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=15 C=24	0	0	0	0	0	0	0
S4	P=13 C=28	0	+*	+	0	+	+*	+
S5	P=10 C= 6	0	0	-	0	0	0	0
S6	P=17 C= 7	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=18 C=14	0	0	0	0	0	0	0
S9	P=13 C=21	0	+	0	0	+	0	+ ?
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .32 R^2 ANCOVA: .36

Table I-84

Verbal Fluency
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	-	-	0	0	0
S3	P=18 C=29	0	0	+	+	0	0	0
S4	P=13 C=23	0	0	-	-	0	0	0
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	+	+	0	+	+	+
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=30 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	-	0	0	0
S10	P=10 C=14	0	-*	0	0	-	-*	-

Homogeneity of regressions (aggregate): NS
R^2:.19 R^2 ANCOVA:.36

Table I-85

Verbal Memory I
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=15 C=24	0	0	0	0	0	0	0
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	0	0	+	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=18 C=14	0	0	-	0	0	0	0
S9	P=13 C=21	0	+*	0	0	+	0	+ ?
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.12 R^2 ANCOVA:.21

Table I-86

Verbal Memory 2
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=15 C=24	0	0	0	0	0	0	0
S4	P=13 C=28	0	+*	+	0	+	+*	+
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	0	+	+	0	+	0	+ ?
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=18 C=14	+*	0	0	0	-?	0	- ??
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): $p < .10$
R^2:.19 R^2 ANCOVA:.25

Table 1-87

Draw-a-Child
Spring 1978/Kindergarten

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=15 C=24	0	0	0	0	0	0	0
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	0	0	0	0	0	0	0
S7	P=11 C=15	-*	-	0	0	0	0	0
S8	P=18 C=14	0	0	0	0	0	0	0
S9	P=13 C=21	+*	0	0	0	-?	0	- ??
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.27 R^2 ANCOVA:.35

Table 1-88

POCL 1: Task Orientation
Spring 1978/Kindergarten

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	0	0	0	0	0
S2	P= 6 C= 7	0	0	0	0	0	0	0
S3	P=12 C=22	0	0	-	-	0	0	0
S4	P=13 C=28	-*	0	+	0	+	0	+ ?
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=16 C= 6	0	0	0	0	0	0	0
S7	P=11 C=13	0	-*	0	0	-	-	-
S8	P=18 C=11	0	0	-	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P= 8 C=16	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.15 R^2 ANCOVA:.30

Table I-89

POCL I: Task Orientation
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=11 C=13	0	0	0	-	0	0	0
S2	P= 6 C= 9	0	0	0		0	0	0
S3	P=17 C=28	0	+*	+	0	+	+*	+
S4	P=11 C=17	-*	-*	0	0	0	-*	- ?
S5	P= 9 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=27 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P= 9 C=14	0	+*	+	0	+	+*	+

Homogeneity of regressions (aggregate): NS
R^2: .16 R^2 ANCOVA: .32

Table I-90

POCL I: Task Orientation
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	+*	0	-	+	+*	+
S2	P= 8 C= 9	0	0	+	+	0	0	0
S3	P=18 C=28	0	0	+	+	0	0	0
S4	P= 9 C=17	0	0	0	0	0	0	0
S5	P= 8 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 8	0	+	+	0	+	0	+ ?
S7	P=11 C=14	-*	-*	-	0	-?	-*	-
S8	P=28 C=26	+*	0	0	0	-?	0	- ??
S9	P=13 C=28	0	0	0	+	0	0	0
S10	P=10 C=12	0	0	0	-	0	+*	+ ?

Homogeneity of regressions (aggregate): NS
R^2: .13 R^2 ANCOVA:.39

Table I-91

POCL 1: Task Orientation
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	+	0	-	+	+*	+
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=30	0	0	0	0	0	0	0
S4	P=13 C=28	0	0	-	-	0	0	0
S5	P=10 C= 9	0	-*	-	0	-	-*	-
S6	P=17 C=10	0	-	-	0	-	-*	-
S7	P=11 C=15	-*	-	0	0	0	0	0
S8	P=31 C=30	0	0	-	0	0	0	0
S9	P=13 C=21	0	0	0	+	0	0	0
S10	P=10 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .32 R^2 ANCOVA: .43

Table I-92

CI Scale 2: Interest in Reading
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	+	0	0	0	0
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=11 C=21	0	0	+	0	0	0	0
S5	P=10 C= 8	0	-*	-	0	-	-*	-
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=30 C=30	0	0	-	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): NS
R^2:.22 R^2 ANCOVA: .28

Table I-93

CI Scale 2: Interest in Reading
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=18 C=28	0	0	0	+	0	0	0
S4	P=12 C=25	0	+*	+	0	+	+*	+
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 8	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	+	+	+?	0	+ ??
S8	P=30 C=28	0	0	0	0	0	0	0
S9	P=13 C=18	0	+	0	0	+	0	+ ?
S10	P= 9 C=13	0	+	+	0	+	+*	+

Homogeneity of regressions (aggregate): NS
R^2: .15 R^2 ANCOVA: .20

Table I-94

CI Scale 2: Interest in Reading
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	+*	+	0	+	+*	+
S2	P= 8 C= 9	0	0	+	0	0	0	0
S3	P=18 C=30	0	0	0	+	0	0	0
S4	P=13 C=28	0	+*	0	-	+	+*	+
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	-	- ?
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=31 C=30	0	0	0	0	0	0	0
S9	P=13 C=21	+*	0	0	0	-?	0	- ??
S10	P=10 C=17	0	0	+	0	0	+*	+ ?

Homogeneity of regressions (aggregate): NS
R^2:.21 R^2 ANCOVA: .33

Table I-95

CRS 3: Learning Orientation
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	-	-	0	0	0
S3	P=18 C=29	0	+	+	0	+	+*	+
S4	P=12 C=20	0	0	0	0	0	0	0
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C= 8	0	0	+	+	0	0	0
S7	P=11 C=15	0	0	+	0	0	0	0
S8	P=30 C=30	0	+*	+	0	+	0	+ ?
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	+	+ ?

Homogeneity of regressions (aggregate): $p < .10$
R^2: .13 R^2 ANCOVA: .25

Table I-96

CRS 3: Learning Orientation
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	+	0	0	0	0
S2	P= 6 C= 9	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=12 C=28	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	+	0	0	0	0
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=30 C=28	0	0	0	0	0	0	0
S9	P=13 C=18	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .12 R^2 ANCOVA: .15

Table I-97

CRS 3: Learning Orientation
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=13 C=27	0	+*	+	0	+	+*	+
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	+	0	-	- ?
S7	P=11 C=15	-*	-	0	0	0	0	0
S8	P=31 C=24	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	-	-	0	0	0
S10	P=10 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.16 R^2 ANCOVA:.24

Table I-98

CI Scale 1: Attitude Toward School
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	+*	0	0	0	-?	0	- ??
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=13 C=21	-*	0	0	0	+?	-	0
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	+	+	0	0	0
S7	P=11 C=15	0	0	0	0	0	+*	+ ?
S8	P=30 C=30	0	+	0	0	+	0	+ ?
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	+	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.07 R^2 ANCOVA:.11

Table I-99

CI Scale 1: Attitude Toward School
Spring 1980/Second grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 8	0	0	0	0	0	0	0
S7	P=11 C=15	0	+	0	0	+	+*	+
S8	P=30 C=28	0	0	-	0	0	0	0
S9	P=13 C=18	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.05 R^2 ANCOVA:.07

Table I-100

CI Scale 1: Attitude Toward School
Spring 1981/Third grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	-	-	0	0	0
S3	P=18 C=30	-*	0	0	0	+?	0	+ ??
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	-*	0	+	0	+	0	+ ?
S7	P=11 C=15	0	0	+	0	0	0	0
S8	P=31 C=30	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P=10 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.09 R^2 ANCOVA:.16

Table I-101

PI Item: Attitude Toward School
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=10	0	0	0	0	0	0	0
S2	P= 5 C= 6	0	0	0	0	0	0	0
S3	P=13 C=18	0	0	0	0	0	0	0
S4	P= 9 C=21	0	0	0	+	0	0	0
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	+	0	0	0	0
S7	P=11 C=14	0	0	0	0	0	0	0
S8	P=30 C=29	0	-	0	0	-	0	- ?
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P= 8 C= 8	0	0	0	0	0	+	+ ?

Homogeneity of regressions (aggregate): NS
R^2:.13 R^2 ANCOVA:.17

Table I-102

PI Item: Attitude Toward School
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=17 C=28	0	0	0	0	0	0	0
S4	P=11 C=22	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	+	0	0	0
S6	P=15 C= 7	0	0	0	0	0	0	0
S7	P=11 C=13	0	-	0	+	-	-*	-
S8	P=30 C=26	0	0	+	+	0	0	0
S9	P=13 C=17	0	0	-	-	0	0	0
S10	P= 8 C= 2							

Homogeneity of regressions (aggregate): NS
R^2:.10 R^2 ANCOVA:.24

Table I-103

PI Item: Attitude Toward School
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C=10	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=16 C=27	0	-	0	0	-	-*	-
S4	P=12 C=28	+*	0	0	0	-?	+	0
S5	P= 9 C= 9	0	0	0	+	0	-	- ?
S6	P=16 C= 7	0	0	0	+	0	0	0
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=31 C=26	0	-	0	+	-	0	- ?
S9	P=13 C=	0	0	-	0	0	0	0
S10	P= 1 C= 1							

Homogeneity of regressions (aggregate): NS
R^2:.14 R^2 ANCOVA:.22

Table I-104

School Attendance Rate
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	-*	-	0	0	0	-	- ?
S2	P= 7 C= 9	0	0	0	-	0	0	0
S3	P=16 C=28	0	0	0	-	0	0	0
S4	P=12 C=20	-*	+*	+	0	+	+*	+
S5	P=10 C= 8	0	0	0	+	0	0	0
S6	P=17 C= 9	+*	+	+	0	+?	0	+ ??
S7	P= 9 C=12	0	0	0	0	0	0	0
S8	P=29 C=30	0	0	0	0	0	0	0
S9	P=12 C=16	0	-*	0	+	-	-*	-
S10	P= 9 C=14	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): NS
R^2:.06 R^2 ANCOVA:.20

Table I-105

School Attendance Rate
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	+	+	0	+	+	+
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=15 C=27	0	0	0	0	0	0	0
S4	P= 6 C=23	0	+	+	0	+	0	+ ?
S5	P= 9 C= 7	0	0	0	0	0	0	0
S6	P=16 C= 9	+*	0	0	0	-?	0	-??
S7	P= 8 C=13	0	0	0	0	0	0	0
S8	P=27 C=21	0	0	+	0	0	0	0
S9	P=12 C=18	+*	0	-	0	-	0	- ?
S10	P=10 C=14	-*	-*	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.11 R^2 ANCOVA:.14

Table I-106

School Attendance Rate
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=12	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=16 C=27	0	0	0	-	0	0	0
S4	P=10 C=21	-*	0	+	0	+	0	+ ?
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=15 C=10	+*	0	0	0	-?	0	- ??
S7	P= 9 C=14	0	0	0	+	0	0	0
S8	P=27 C=22	0	0	0	0	0	0	0
S9	P=12 C=19	0	-	-	0	-	-*	-
S10	P= 0 C= 0							

Homogeneity of regressions (aggregate): NS
R^2:.05 R^2 ANCOVA:.12

Table I-107

PIPS
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=11	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	-	-	0	0	0
S3	P=15 C=24	0	0	-	0	0	-	- ?
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 7	+*	+	0	0	0	+	+ ?
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=18 C=14	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P= 8 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.19 R^2 ANCOVA:.21

Table I-108

PIPS
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	+*	0	-	+	+*	+
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=13 C=22	0	0	0	0	0	0	0
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	+*	+	0	+	+	+
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=30 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2:.15 R^2 ANCOVA:.20

Table I-109

PIPS
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	+	+	0	+	+*	+
S3	P=18 C=28	+*	0	0	+	-	0	- ?
S4	P=13 C=28	+*	0	-	0	-	0	- ?
S5	P= 9 C= 9	0	+*	+	0	+	+*	+
S6	P=17 C= 9	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=30 C=28	+*	0	0	0	-?	0	- ??
S9	P=13 C=18	0	+	+	0	+	+	+
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): $p < .10$
R^2: .12 R^2 ANCOVA: .24

Table I-110

PIPS
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	+	+	0	+	0	+ ?
S3	P=18 C=30	+*	0	0	+	-	0	- ?
S4	P=13 C=28	0	0	0	0	0	0	0
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	+*	0	+	+	-?	0	- ??
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=31 C=30	+*	0	0	0	-?	0	- ??
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P=10 C=17	-*	0	0	0	+?	0	+ ??

Homogeneity of regressions (aggregate): NS
R^2: .06 R^2 ANCOVA: .19

Table I-111

POCL 2: Sociability
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P= 9 C= 9	0	0	0	0	0	0	0
S2	P= 6 C= 7	0	0	+	0	0	0	0
S3	P=12 C=22	0	0	0	-	0	0	0
S4	P=13 C=28	0	-*	0	0	-	-*	-
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=16 C= 6	0	0	0	0	0	0	0
S7	P=11 C=13	0	0	0	0	0	0	0
S8	P=18 C=11	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P= 8 C=16	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .12 R^2 ANCOVA: .23

Table I-112

POCL 2: Sociability
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=11 C=13	0	0	0	0	0	0	0
S2	P= 6 C= 9	0	0	+	+	0	0	0
S3	P=17 C=28	0	0	0	0	0	0	0
S4	P=11 C=17	-*	-*	-	0	-?	-*	-
S5	P= 9 C= 8	0	0	0	0	0	0	0
S6	P=17 C=10	0	0	0	0	0	0	0
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=27 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P= 9 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .16 R^2 ANCOVA: .18

Table I-113

POCL 2: Sociability
Spring 1980/Second grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=12	+*	+*	0	-	+?	+*	+
S2	P= 8 C= 9	0	0	+	+	0	0	0
S3	P=18 C=28	0	+	+	0	+	0	+ ?
S4	P= 9 C=17	0	0	0	0	0	0	0
S5	P= 8 C= 9	0	0	+	0	0	0	0
S6	P=17 C= 8	0	+*	+	0	+	+*	+
S7	P=11 C=14	0	-	-	0	-	-	-
S8	P=28 C=26	+*	0	0	0	-?	0	- ??
S9	P=13 C=18	0	0	0	0	0	0	0
S10	P=10 C=12	0	+	0	0	+	0	+ ?

Homogeneity of regressions (aggregate): NS
R^2: .17 R^2 ANCOVA: .25

Table I-114

POCL 2: Sociability
Spring 1981/Third grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=12 C=11	0	+	0	-	+	+	+
S2	P= 7 C= 8	0	0	+	+	0	0	0
S3	P=17 C=30	0	0	0	0	0	0	0
S4	P= 9 C=26	0	-	-	0	-	0	- ?
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=16 C=10	0	0	-	0	0	0	0
S7	P=11 C=14	-*	-	0	0	0	0	0
S8	P=29 C=30	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P=10 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .21 R^2 ANCOVA: .24

Table I-115

CRS 1: Independence
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	+*	0	0	0	-?	0	- ??
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=17 C=25	0	0	0	0	0	0	0
S4	P=12 C=20	0	+*	+	0	+	+	+
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 8	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=27 C=27	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	-	-	0	0	0
S10	P=10 C= 7	0	+*	0	0	+	+*	+

Homogeneity of regressions (aggregate): NS
R^2:.07 R^2 ANCOVA:.22

Table I-116

CRS 1: Independence
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 9	0	0	0	0	0	0	0
S3	P=18 C=29	0	0	0	0	0	0	0
S4	P=12 C=20	-*	-*	0	0	0	-*	- ?
S5	P=10 C= 8	0	0	0	-	0	0	0
S6	P=17 C= 8	0	0	0	0	0	0	0
S7	P=11 C=15	0	0	0	+	0	0	0
S8	P=30 C=30	0	-	0	0	-	0	- ?
S9	P=13 C=16	+*	0	-	-	-?	0	- ??
S10	P=10 C=14	0	0	0	0	0	+*	+ ?

Homogeneity of regressions (aggregate): NS
R^2:.13 R^2 ANCOVA:.18

Table I-117

CRS 1: Independence
Spring 1980/Second grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	-*	-	+	-	-*	-
S2	P= 6 C= 9	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=12 C=28	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	+	0	0	0	0
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=30 C=28	0	+*	0	-	+	+	+
S9	P=13 C=18	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): $p < .05$
R^2: .08 R^2 ANCOVA: .12

Table I-118

CRS 1: Independence
Spring 1981/Third grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	-	-	0	0	0
S3	P=17 C=27	0	-*	-	0	-	-*	-
S4	P=13 C=27	0	0	0	0	0	0	0
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	0	0	0	0	0
S7	P=11 C=15	-*	0	0	0	+?	0	+ ??
S8	P=31 C=24	0	0	0	0	0	0	0
S9	P=13 C=21	0	0	-	0	0	0	0
S10	P=10 C=17	0	0	0	-	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .10 R^2 ANCOVA: .17

Table 1-119

CRS 2: Social Adjustment
Spring 1978/Kindergarten

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	+	0	0	+	+*	+
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=17 C=25	0	0	0	0	0	0	0
S4	P=12 C=20	0	0	0	+	0	0	0
S5	P=10 C= 6	0	0	0	0	0	0	0
S6	P=17 C= 8	+*	0	0	0	-?	0	- ??
S7	P=11 C=15	-*	0	+	0	+	0	+ ?
S8	P=27 C=27	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C= 7	0	+*	+	0	+	+*	+

Homogeneity of regressions (aggregate): NS
R^2: .13 R^2 ANCOVA: .24

Table 1-120

CRS 2: Social Adjustment
Spring 1979/First grade

Site	N	Design 1					Design 2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: observed-predicted	COMP: observed-predicted	Probable or possible (?) program effects: P-C	Difference between ANCOVA-adjusted means PDC-COMP	Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	-*	0	0	0	+?	0	+ ??
S2	P= 8 C= 9	0	0	-	0	0	0	0
S3	P=18 C=29	+*	0	0	0	-?	0	- ??
S4	P=12 C=20	0	0	0	0	0	0	0
S5	P=10 C= 8	0	0	0	0	0	0	0
S6	P=17 C= 8	+*	0	+	0	-?	0	- ??
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=30 C=30	0	0	0	0	0	0	0
S9	P=13 C=16	0	0	0	0	0	0	0
S10	P=10 C=14	0	+*	0	-	+	+*	+

Homogeneity of regressions (aggregate): NS
R^2 :.08 R^2 ANCOVA:.18

Table I-121

CRS 2: Social Adjustment
Spring 1980/Second grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 6 C= 9	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=12 C=28	0	0	0	0	0	0	0
S5	P= 9 C= 9	0	0	0	0	0	0	0
S6	P=17 C= 9	0	0	+	0	0	0	0
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=30 C=28	0	0	0	0	0	0	0
S9	P=13 C=18	0	0	0	0	0	0	0
S10	P=10 C=14	0	0	0	-	0	+*	+ ?

Homogeneity of regressions (aggregate): NS
R^2: .12 R^2 ANCOVA: .16

Table I-122

CRS 2: Social Adjustment
Spring 1981/Third grade

Site	N	Design 1: PDC-COMP predicted	Design 1: PDC-COMP observed	Design 1: PDC: observed-predicted	Design 1: COMP: observed-predicted	Design 1: Probable or possible (?) program effects: P-C	Design 2: Difference between ANCOVA-adjusted means PDC-COMP	Summary: Probable or possible (?) program effects from combined results: P-C
S1	P=13 C=13	0	0	0	0	0	0	0
S2	P= 8 C= 8	0	0	0	0	0	0	0
S3	P=18 C=27	0	0	0	0	0	0	0
S4	P=13 C=27	0	+*	+	0	+	+*	+
S5	P=10 C= 9	0	0	0	0	0	0	0
S6	P=17 C=10	+*	0	0	0	-?	0	- ??
S7	P=11 C=15	0	0	0	0	0	0	0
S8	P=31 C=24	0	+*	+	0	+	+	+
S9	P=13 C=21	0	0	0	0	0	0	0
S10	P=10 C=17	0	0	0	0	0	0	0

Homogeneity of regressions (aggregate): NS
R^2: .16 R^2 ANCOVA: .21

Table I-123

Site 1: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=12	12.67	2.53	12.55	13.01
		C=10	11.50	2.42	12.47	11.17
	1979	P=13	16.39	3.84	17.50	17.21
		C=12	16.92	3.53	18.62	16.04
	1980	P=12	24.67	6.04	25.73	25.44
		C=13	24.62	8.16	25.86	24.68
	1981	P=12	31.67	8.21	34.09	31.42
		C=13	33.31	9.46	34.46	32.98
PIAT Reading	1978	P=11	13.00	3.44	14.57	12.60
		C=10	9.90	3.67	14.52	9.44
	1979	P=13	20.15	3.21	23.16	20.61
		C=12	21.67	6.54	23.43	20.99
MAT Reading	1980	P=13	30.08	5.75	32.23	29.83
		C=13	32.62	4.54	32.02	31.97
	1981	P=13	32.77	12.28	34.83	32.69
		C=13	35.46	11.28	35.45	33.66
BSM English	1978	P=13	12.85	1.77	10.91	13.31
		C=11	13.00	2.24	12.61	12.93
	1979	P=13	13.69	1.55	12.09	14.06
		C=13	13.54	2.67	13.46	13.24
	1980	P=13	15.54	0.97	12.65	16.06
		C=13	14.31	1.70	14.11	14.33
	1981	P=13	15.23	2.52	13.63	15.50
		C=13	14.77	2.89	15.13	14.67
Verbal Fluency	1978	P=13	11.39	4.13	13.28	11.57
		C=11	11.36	3.78	13.86	11.71
	1979	P=13	15.92	3.86	17.39	15.81
		C=13	16.85	6.14	17.17	16.83
Verbal Memory 1	1978	P=13	16.54	5.56	18.40	16.58
		C=11	18.91	4.28	18.11	19.72
Verbal Memory 2	1978	P=13	5.23	1.96	5.31	5.56
		C=11	5.55	1.44	5.01	5.65
Draw-a-Child	1978	P=13	8.31	1.18	7.74	8.46
		C=11	7.73	1.19	7.75	7.74
POCL 1: Task Orientation	1978	P= 9	35.78	4.21	35.39	36.47
		C= 9	36.89	9.62	35.42	37.75
	1979	P=11	37.18	7.83	40.06	38.44
		C=13	36.00	5.63	39.29	36.82
	1980	P=13	40.46	9.65	38.69	41.92
		C=12	27.58	9.04	38.00	28.23
	1981	P=13	39.00	10.52	37.44	38.78
		C=13	32.00	7.54	38.13	31.94
CI Scale 2: Interest in Reading	1979	P=13	3.26	1.02	3.02	3.41
		C=12	3.19	0.82	3.18	3.16
	1980	P=13	3.41	1.23	3.16	3.58
		C=12	3.08	0.98	3.13	3.15
	1981	P=13	3.87	0.94	3.17	3.78
		C=13	2.87	1.01	3.25	2.77
CRS 3: Learning Orientation	1979	P=13	3.26	1.20	3.15	3.25
		C=13	3.04	1.12	3.07	3.02
	1980	P=13	3.66	0.82	3.24	3.64
		C=13	3.28	1.19	3.25	3.19
CRS 3 (cont.)	1981	P=13	3.25	0.66	3.38	3.15
		C=13	3.45	0.84	3.36	3.30
CI Scale 1: Attitude toward School	1979	P=13	2.34	0.53	2.26	2.78
		C=13	2.20	0.72	2.13	2.28
	1980	P=13	2.08	0.47	2.18	2.08
		C=13	2.17	0.56	2.21	2.17
	1981	P=13	2.04	0.40	2.13	2.06
		C=13	1.98	0.42	2.06	2.01
PI: Attitude toward School	1979	P=12	4.42	0.90	4.62	4.31
		C=10	4.60	0.97	4.45	4.60
	1980	P=13	4.69	0.63	4.67	4.68
		C=12	4.67	0.78	4.46	4.68
	1981	P= 9	4.56	0.88	4.54	4.46
		C=10	5.00	---	4.59	4.99
School Attendance	1979	P=13	0.92	0.05	0.93	0.92
		C=12	0.95	0.03	0.94	0.96
	1980	P=13	0.96	0.02	0.94	0.96
		C=13	0.94	0.04	0.95	0.93
	1981	P=12	0.95	0.03	0.95	0.96
		C=12	0.96	0.02	0.95	0.96
PIPS	1978	P=13	3.69	1.44	3.53	3.83
		C=11	4.00	1.55	3.94	3.84
	1979	P=13	4.23	1.64	4.17	4.30
		C=13	4.31	1.38	4.01	4.56
	1980	P=13	5.08	1.66	4.50	5.20
		C=13	5.46	1.39	4.81	5.46
	1981	P=13	5.46	1.51	5.15	5.64
		C=13	5.31	1.75	5.36	5.27
POCL 2: Sociability	1978	P= 9	14.00	2.50	13.00	14.36
		C= 9	13.56	3.84	12.95	13.92
	1979	P=11	13.36	3.32	14.67	13.56
		C=13	13.62	2.22	13.88	14.16
	1980	P=13	15.54	4.33	14.11	15.65
		C=12	9.67	3.52	12.87	10.38
	1981	P=12	13.92	4.01	13.49	14.04
		C=11	10.82	3.25	12.90	11.44
CRS 1: Independence	1978	P=13	3.31	1.01	3.27	3.33
		C=13	3.23	1.11	3.05	3.18
	1979	P=13	3.15	1.11	3.38	3.15
		C=13	3.42	1.10	3.22	3.42
	1980	P=13	2.88	0.79	3.31	2.89
		C=13	4.00	0.98	3.37	4.04
	1981	P=13	3.38	0.55	3.48	3.35
		C=13	3.77	0.81	3.42	3.64
CRS 2: Social Adjustment	1978	P=13	3.42	0.75	3.17	3.48
		C=13	2.92	0.69	3.17	2.75
	1979	P=13	3.22	1.61	3.31	3.27
		C=13	3.54	0.84	3.48	3.34
	1980	P=13	3.15	0.85	3.31	3.22
		C=13	3.55	1.01	3.39	3.38
	1981	P=13	3.22	0.58	3.37	3.20
		C=13	3.68	1.21	3.50	3.48

Table I-124

Site 2: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P= 8	12.13	4.52	12.89	12.31
		C= 7	15.43	7.48	13.17	15.57
	1979	P= 8	20.00	5.50	18.79	19.55
		C= 9	17.33	6.75	19.32	16.54
	1980	P= 8	29.38	6.16	27.42	29.21
		C= 8	31.00	10.34	26.74	31.58
	1981	P= 8	40.75	3.92	34.94	40.58
		C= 9	34.33	6.20	35.55	33.44
PIAT Reading	1978	P= 7	13.14	5.15	14.04	13.52
		C= 6	14.67	5.92	14.49	14.96
	1979	P= 8	22.88	2.30	23.76	23.14
		C= 8	22.75	6.71	22.51	23.53
MAT Reading	1980	P= 8	31.25	8.56	32.01	31.70
		C= 8	32.00	4.41	32.15	31.82
	1981	P= 8	23.88	11.80	34.07	24.36
		C= 8	33.25	8.70	34.02	33.63
BSM English	1978	P= 8	13.38	1.77	11.58	13.43
		C= 8	12.88	1.81	11.50	13.21
	1979	P= 8	14.50	1.51	12.64	14.61
		C= 9	13.44	2.74	12.70	13.58
	1980	P= 8	14.38	1.41	13.19	14.71
		C= 9	13.89	3.02	13.52	14.20
	1981	P= 8	17.25	2.43	14.15	17.20
		C= 9	16.22	1.92	14.62	16.21
Verbal Fluency	1978	P= 8	14.00	4.81	13.69	13.91
		C= 8	12.38	6.74	13.47	12.17
	1979	P= 8	11.13	2.85	17.04	10.96
		C= 9	14.11	4.01	17.72	13.51
Verbal Memory 1	1978	P= 8	18.75	3.92	17.71	18.99
		C= 8	18.63	4.72	18.01	19.25
Verbal Memory 2	1978	P= 8	6.00	3.02	5.27	6.18
		C= 8	6.00	2.07	5.14	6.17
Draw-a-Child	1978	P= 8	8.63	1.51	7.78	8.73
		C= 8	8.25	1.91	7.61	8.50
POCL 1: Task Orientation	1978	P= 6	42.50	13.58	36.15	42.62
		C= 7	37.29	11.79	35.24	38.22
	1979	P= 6	42.17	3.54	40.68	42.63
		C= 9	44.33	6.75	40.01	45.24
	1980	P= 8	48.63	4.81	37.79	51.05
		C= 9	46.00	6.71	39.25	47.98
	1981	P= 8	38.75	6.16	37.92	39.31
		C= 8	40.63	4.98	38.00	40.98
CI Scale 2: Interest in Reading	1979	P= 8	3.58	0.39	3.05	3.72
		C= 9	3.41	1.16	3.18	3.49
	1980	P= 8	3.50	0.64	3.13	3.67
		C= 9	3.44	1.30	3.14	3.69
	1981	P= 8	3.67	0.73	3.14	3.68
		C= 9	3.22	0.50	3.19	3.26
CRS 3: Learning Orientation	1979	P= 8	2.25	1.10	3.06	2.37
		C= 9	2.22	0.74	2.68	2.35
	1980	P= 6	3.26	0.41	3.19	3.29
		C= 9	3.00	0.81	3.09	3.07
CRS 3 (cont.)	1981	P= 8	3.11	0.51	3.22	3.18
		C= 8	3.08	1.49	3.16	3.15
CI Scale 1: Attitude toward School	1979	P= 8	1.94	0.50	2.26	1.91
		C= 9	2.11	0.42	2.21	2.11
	1980	P= 8	2.14	0.34	2.30	2.07
		C= 9	2.39	0.57	2.27	2.32
	1981	P= 8	1.63	0.20	2.18	1.58
		C= 9	1.68	0.25	2.21	1.61
PI: Attitude toward School	1979	P= 5	4.00	0.71	4.50	4.00
		C= 6	4.17	1.17	4.32	4.23
	1980	P= 8	4.38	0.74	4.57	4.44
		C= 8	4.50	0.93	4.53	4.59
	1981	P= 8	4.50	0.53	4.41	4.61
		C= 9	4.22	0.67	4.47	4.29
School Attendance	1979	P= 7	0.93	0.04	0.93	0.94
		C= 9	0.90	0.05	0.93	0.90
	1980	P= 8	0.96	0.03	0.94	0.96
		C= 9	0.94	0.06	0.94	0.94
	1981	P= 8	0.95	0.04	0.95	0.96
		C= 8	0.94	0.03	0.95	0.95
PIPS	1978	P= 8	2.38	1.19	3.50	2.31
		C= 8	2.50	1.51	3.62	2.42
	1979	P= 8	4.38	0.74	3.92	4.49
		C= 9	2.67	1.41	3.96	2.78
	1980	P= 8	5.25	1.28	4.37	5.32
		C= 9	3.44	2.07	4.61	3.45
	1981	P= 8	6.25	0.71	5.10	6.48
		C= 9	5.33	1.00	5.28	5.44
POCL 2: Sociability	1978	P= 6	17.17	3.31	13.23	17.26
		C= 7	14.57	2.88	13.09	14.88
	1979	P= 6	16.33	0.82	14.55	16.58
		C= 9	16.78	2.82	14.16	17.32
	1980	P= 8	18.38	1.30	13.41	19.06
		C= 9	17.22	1.72	14.15	17.66
	1981	P= 7	14.71	1.89	13.07	15.12
		C= 8	15.63	1.51	13.32	16.02
CRS 1: Independence	1978	P= 8	2.88	0.83	3.20	2.98
		C= 8	3.19	0.92	3.15	3.22
	1979	P= 8	3.13	0.83	3.38	3.17
		C= 9	2.78	1.37	3.22	2.87
	1980	P= 6	3.25	0.61	3.28	3.28
		C= 9	3.22	0.51	3.32	3.27
	1981	P= 8	2.94	0.32	3.24	3.04
		C= 8	2.75	0.80	3.39	2.70
CRS 2: Social Adjustment	1978	P= 8	2.79	0.46	3.05	2.93
		C= 8	2.97	0.48	3.04	3.00
	1979	P= 8	2.75	0.81	3.36	2.84
		C= 9	2.81	0.94	3.24	2.86
	1980	P= 6	2.69	0.88	3.22	2.70
		C= 9	3.04	0.68	3.13	3.14
	1981	P= 8	2.96	0.42	3.19	3.11
		C= 8	3.00	0.72	3.19	3.14

Table I-125

Site 3: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=15	12.40	3.00	13.16	12.26
		C=23	12.30	3.07	13.01	12.63
	1979	P=17	18.82	4.57	18.92	18.63
		C=28	17.82	5.14	17.86	18.59
	1980	P=18	23.83	6.16	26.33	24.21
		C=27	24.85	8.35	26.33	25.54
	1981	P=18	32.11	8.27	33.95	32.39
		C=30	33.37	10.63	34.50	33.00
PIAT Reading	1978	P=15	15.33	2.90	15.44	14.81
		C=20	13.10	3.54	15.07	12.76
	1979	P=17	23.71	5.80	23.75	23.49
		C=27	21.93	6.23	22.87	22.83
MAT Reading	1980	P=18	34.33	3.05	32.36	33.52
		C=28	31.36	6.25	31.89	31.40
	1981	P=18	33.00	11.07	35.17	32.45
		C=29	35.74	12.53	35.06	35.50
BSM English	1978	P=15	10.93	2.43	11.64	11.25
		C=24	10.25	3.59	10.96	10.53
	1979	P=18	12.56	2.64	12.32	12.76
		C=29	11.83	2.14	11.93	12.21
	1980	P=18	13.72	2.32	13.42	13.79
		C=28	12.57	2.64	12.66	13.08
	1981	P=18	14.39	1.82	14.09	14.47
		C=30	13.13	2.67	13.52	13.35
Verbal Fluency	1978	P=15	14.47	4.16	15.26	13.97
		C=24	13.13	5.46	13.79	12.80
	1979	P=18	21.33	6.48	17.80	20.68
		C=29	19.41	4.95	17.26	19.22
Verbal Memory 1	1978	P=15	19.53	6.12	18.13	19.98
		C=24	19.00	6.08	18.57	18.77
Verbal Memory 2	1978	P=15	5.53	2.39	5.56	5.17
		C=24	5.46	3.05	5.57	5.63
Draw-a-Child	1978	P=15	8.27	1.44	7.73	8.34
		C=24	8.17	1.74	7.85	8.24
POCL 1: Task Orientation	1978	P=12	31.25	6.72	36.63	31.80
		C=22	30.55	5.12	36.55	30.32
	1979	P=17	50.82	5.33	41.16	50.66
		C=28	38.21	11.96	40.50	39.69
	1980	P=18	46.56	7.11	40.23	46.60
		C=28	43.54	10.25	39.25	45.40
	1981	P=18	38.89	8.88	38.59	37.70
		C=30	40.17	6.72	38.11	39.65
CI Scale 2: Interest in Reading	1979	P=18	3.19	0.76	3.27	3.12
		C=29	3.05	0.82	3.03	3.24
	1980	P=18	3.43	0.99	3.37	3.39
		C=28	3.48	0.89	3.18	3.67
	1981	P=18	3.69	0.87	3.33	3.43
		C=30	3.60	0.84	3.14	3.55
CRS 3: Learning Orientation	1979	P=18	3.57	0.93	3.09	3.56
		C=29	2.93	1.19	3.04	2.99
	1980	P=18	3.26	0.97	3.17	3.28
		C=27	3.14	0.97	3.13	3.22
CRS 3 (cont.)	1981	P=18	2.95	1.08	3.34	2.86
		C=27	3.16	1.02	3.30	3.15
CI Scale 1: Attitude toward School	1979	P=18	2.26	0.58	2.33	2.21
		C=29	2.18	0.71	2.30	2.11
	1980	P=18	2.15	0.52	2.18	2.19
		C=28	2.23	0.58	2.21	2.22
	1981	P=18	2.21	0.42	2.09	2.24
		C=30	2.33	0.58	2.18	2.31
PI: Attitude toward School	1979	P=13	4.31	1.25	4.39	4.33
		C=18	4.44	0.92	4.58	4.36
	1980	P=17	4.53	1.07	4.51	4.50
		C=28	4.75	0.52	4.63	4.76
	1981	P=16	3.94	1.39	4.44	3.88
		C=27	4.56	0.64	4.53	4.51
School Attendance	1979	P=16	0.93	0.05	0.94	0.93
		C=28	0.91	0.05	0.93	0.91
	1980	P=15	0.94	0.05	0.95	0.94
		C=27	0.93	0.04	0.94	0.94
	1981	P=16	0.94	0.05	0.95	0.94
		C=27	0.94	0.04	0.95	0.94
PIPS	1978	P=15	3.20	1.08	3.95	3.04
		C=24	3.92	1.89	3.49	4.04
	1979	P=18	3.94	1.59	4.31	3.84
		C=29	4.45	1.43	4.11	4.46
	1980	P=18	4.50	1.79	4.74	4.37
		C=28	5.04	1.45	4.41	5.12
	1981	P=18	5.44	1.50	5.40	5.30
		C=30	5.70	1.42	5.09	5.88
POCL 2: Sociability	1978	P=12	11.58	2.39	13.58	11.59
		C=22	11.77	2.25	13.34	11.69
	1979	P=17	14.82	4.80	15.77	14.13
		C=28	13.86	5.02	14.91	13.92
	1980	P=18	17.33	2.91	14.78	16.97
		C=28	15.39	4.18	14.60	15.31
	1981	P=17	15.12	3.82	13.74	14.55
		C=30	14.67	4.42	13.92	14.29
CRS 1: Independence	1978	P=17	3.26	1.00	3.24	3.22
		C=25	3.14	0.76	3.30	3.19
	1979	P=18	3.00	0.97	3.37	3.03
		C=29	3.33	0.89	3.41	3.34
	1980	P=18	3.06	1.01	3.19	3.10
		C=27	3.24	0.84	3.22	3.28
	1981	P=17	2.76	0.87	3.45	2.68
		C=27	3.61	0.82	3.44	3.61
CRS 2: Social Adjustment	1978	P=17	3.33	1.01	3.12	3.37
		C=25	2.96	0.77	3.11	3.13
	1979	P=18	3.40	0.93	3.39	3.31
		C=29	3.23	0.93	3.26	3.35
	1980	P=18	3.41	0.73	3.26	3.38
		C=27	3.25	0.95	3.18	3.44
	1981	P=18	3.08	1.01	3.31	3.06
		C=27	3.33	1.04	3.24	3.44

Table I-126

Site 4: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score Mean	Observed Score Standard Deviation	Design 1 Predicted Mean	ANCOVA Adjusted Mean
PIAT Math	1978	P=13	12.23	3.56	11.26	14.20
		C=27	11.63	3.14	11.41	14.24
	1979	P=13	16.15	4.83	15.13	19.02
		C=23	16.13	4.47	15.94	19.22
	1980	P=12	22.00	6.35	22.33	26.06
		C=27	21.70	6.98	22.34	25.90
	1981	P=13	25.54	6.91	28.93	30.72
		C=28	29.57	11.38	29.97	33.99
PIAT Reading	1978	P=13	15.54	3.07	13.47	16.41
		C=27	14.63	3.52	14.69	15.24
	1979	P=10	20.40	3.86	21.14	23.20
		C=22	22.91	7.27	22.57	25.32
MAT Reading	1980	P=13	31.46	6.39	30.11	33.69
		C=28	30.14	5.08	30.29	32.12
	1981	P=13	35.08	11.39	28.96	40.98
		C=28	28.43	11.59	28.67	35.70
BSM English	1978	P=13	8.23	2.86	9.97	9.35
		C=28	7.82	2.42	8.44	8.87
	1979	P=13	8.38	2.14	10.83	9.72
		C=23	8.61	2.31	9.43	10.24
	1980	P=13	9.69	2.84	11.57	11.02
		C=28	9.46	3.23	10.11	10.87
	1981	P=13	9.54	3.95	12.50	10.56
		C=28	10.64	3.84	11.26	11.56
Verbal Fluency	1978	P=13	16.54	5.75	11.26	19.04
		C=28	12.04	5.36	11.73	14.79
	1979	P=13	12.62	3.43	15.50	13.87
		C=23	12.13	4.61	13.99	13.03
Verbal Memory 1	1978	P=13	17.77	6.38	16.48	19.45
		C=28	16.18	5.33	16.49	16.64
Verbal Memory 2	1978	P=13	6.77	1.92	4.40	7.64
		C=28	4.86	2.41	5.00	5.56
Draw-a-Child	1978	P=13	6.62	1.19	7.00	7.45
		C=28	6.96	1.57	7.00	7.72
POCL 1: Task Orientation	1978	P=13	43.23	7.73	35.00	46.13
		C=28	42.54	8.94	40.29	44.09
	1979	P=11	33.46	13.89	38.75	37.29
		C=17	44.94	13.07	42.84	47.15
	1980	P= 9	38.11	8.48	36.54	42.10
		C=17	36.47	6.10	38.13	37.91
	1981	P=13	31.31	1.55	33.63	34.09
		C=28	31.32	5.77	33.90	31.48
CI Scale 2: Interest in Reading	1979	P=11	3.12	0.45	2.79	3.64
		C=21	2.78	0.81	2.71	3.35
	1980	P=12	3.74	0.47	2.90	4.08
		C=25	2.77	1.04	2.93	2.92
	1981	P=13	2.87	0.74	2.83	2.96
		C=28	2.17	0.83	2.63	2.10
CRS 3: Learning Orientation	1979	P=12	2.77	0.64	2.98	3.04
		C=20	2.87	0.62	2.90	3.14
	1980	P=12	3.18	1.08	3.00	3.41
		C=28	2.90	1.06	2.95	3.15
CRS 3 (cont.)	1981	P=13	3.88	1.06	3.05	4.12
		C=27	2.98	0.91	2.98	3.27
CI Scale 1: Attitude toward School	1979	P=13	2.21	0.59	2.32	2.22
		C=21	2.63	0.82	2.53	2.66
	1980	P=13	2.07	0.49	2.24	2.04
		C=28	2.25	0.81	2.19	2.36
	1981	P=13	2.15	0.55	2.12	2.14
		C=28	2.18	0.53	2.13	2.19
PI: Attitude toward School	1979	P= 9	4.67	1.00	4.52	4.78
		C=21	4.86	0.36	4.66	4.99
	1980	P=11	4.73	0.90	4.53	4.77
		C=22	4.50	0.80	4.62	4.44
	1981	P=12	4.58	0.79	4.40	4.59
		C=28	4.04	1.37	4.17	3.90
School Attendance	1979	P=12	0.98	0.02	0.93	0.98
		C=20	0.94	0.04	0.94	0.93
	1980	P= 6	0.98	0.01	0.95	0.98
		C=23	0.95	0.04	0.95	0.95
	1981	P=10	0.97	0.03	0.95	0.97
		C=21	0.96	0.03	0.96	0.95
PIPS	1978	P=13	3.54	2.15	3.21	3.93
		C=28	3.18	1.72	3.19	3.83
	1979	P=13	3.92	1.50	3.62	4.47
		C=22	3.73	1.78	3.77	4.02
	1980	P=13	3.38	1.39	4.13	3.82
		C=28	3.11	1.83	3.52	3.58
	1981	P=13	4.77	1.01	4.93	5.21
		C=28	4.46	1.77	4.67	4.68
POCL 2: Sociability	1978	P=13	11.00	4.34	12.60	12.28
		C=28	14.04	4.46	13.34	15.40
	1979	P=11	11.36	5.26	14.61	12.04
		C=17	17.59	4.43	17.05	16.77
	1980	P= 9	14.11	4.26	13.74	14.59
		C=17	14.53	2.50	14.37	14.21
	1981	P= 9	10.89	0.93	11.84	11.88
		C=26	12.00	1.88	12.36	11.49
CRS 1: Independence	1978	P=12	4.17	1.05	3.04	4.54
		C=20	3.43	0.77	3.18	3.98
	1979	P=12	3.00	1.31	3.34	3.17
		C=20	3.90	0.99	3.76	3.90
	1980	P=12	3.13	1.11	3.18	3.13
		C=28	3.13	1.03	3.10	3.04
	1981	P=13	3.73	1.20	3.20	3.96
		C=27	3.13	0.99	3.08	3.47
CRS 2: Social Adjustment	1978	P=12	3.28	0.88	2.93	3.57
		C=20	3.20	0.48	2.95	3.73
	1979	P=12	3.44	0.74	3.31	3.61
		C=20	3.25	0.50	3.21	3.61
	1980	P=12	3.42	0.94	3.12	3.57
		C=28	3.07	0.76	3.02	3.39
	1981	P=13	3.79	1.06	3.06	4.03
		C=27	3.00	0.79	2.94	3.36

Table I-127

Site 5: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score Mean	Observed Score Standard Deviation	Design 1 Predicted Mean	ANCOVA Adjusted Mean
PIAT Math	1978	P=10	12.20	2.49	13.05	11.92
		C= 6	15.83	6.91	14.08	14.86
	1979	P= 9	18.67	4.56	18.44	18.33
		C= 8	20.38	6.76	19.75	18.88
	1980	P= 9	27.56	6.42	27.09	27.70
		C= 9	33.11	11.56	29.89	30.81
	1981	P=10	34.90	10.23	34.76	34.81
		C= 9	37.11	8.75	37.08	34.98
PIAT Reading	1978	P=10	13.20	3.19	14.54	13.36
		C= 6	15.67	4.80	15.29	15.57
	1979	P= 9	23.67	6.82	22.62	24.49
		C= 8	28.50	8.09	23.65	28.21
MAT Reading	1980	P= 9	33.33	4.09	31.25	33.74
		C= 9	35.33	3.08	32.41	34.85
	1981	P=10	33.90	12.75	33.73	33.76
		C= 9	41.11	11.25	35.93	38.95
BSM English	1978	P=10	12.40	2.32	12.30	12.25
		C= 6	11.83	1.72	12.61	11.26
	1979	P=10	13.60	1.96	13.29	13.33
		C= 8	13.63	3.07	13.91	12.83
	1980	P= 9	14.11	1.90	13.64	14.29
		C= 9	14.22	1.64	14.16	13.87
	1981	P=10	13.10	3.41	14.51	13.06
		C= 9	15.33	3.91	14.79	14.85
Verbal Fluency	1978	P=10	11.20	3.61	13.37	11.51
		C= 6	12.33	3.93	14.96	11.15
	1979	P=10	16.70	4.52	16.94	16.92
		C= 8	16.50	2.62	17.59	16.14
Verbal Memory 1	1978	P=10	15.60	5.30	17.63	16.44
		C= 6	17.17	4.49	18.08	17.11
Verbal Memory 2	1978	P=10	5.00	2.49	5.07	5.15
		C= 6	6.33	1.86	5.67	6.01
Draw-a-Child	1978	P=10	6.90	2.18	7.69	7.00
		C= 6	7.67	1.63	8.04	7.46
POCL 1: Task Orientation	1978	P=10	37.30	5.85	35.14	37.75
		C= 6	35.83	12.48	36.66	35.01
	1979	P= 9	37.78	10.39	37.96	40.20
		C= 8	36.38	6.67	39.10	36.87
	1980	P= 8	35.63	10.21	38.15	37.86
		C= 9	38.56	8.32	40.32	38.90
	1981	P=10	31.30	13.25	39.18	31.60
		C= 9	45.67	7.94	41.23	44.49
CI Scale 2: Interest in Reading	1979	P=10	2.20	0.98	3.13	2.27
		C= 8	3.46	1.10	3.29	3.32
	1980	P= 9	2.85	1.46	3.06	3.09
		C= 9	3.15	1.28	3.27	3.20
	1981	P=10	3.40	1.14	3.15	3.48
		C= 9	3.26	1.09	3.31	3.22
CRS 3: Learning Orientation	1979	P=10	2.86	0.80	2.95	3.01
		C= 8	3.38	0.99	3.09	3.39
	1980	P= 9	2.70	1.08	3.10	2.80
		C= 9	3.24	1.02	3.23	3.27
CRS 3 (cont.)	1981	P=10	2.91	0.64	3.13	3.01
		C= 9	3.43	0.67	3.23	3.45
CI Scale 1: Attitude toward School	1979	P=10	2.44	0.69	2.23	2.44
		C= 8	2.22	0.73	2.27	2.17
	1980	P= 9	2.35	0.48	2.31	2.28
		C= 9	2.39	0.49	2.34	2.33
	1981	P=10	2.35	0.65	2.23	2.29
		C= 9	2.44	0.33	2.25	2.39
PI: Attitude toward School	1979	P= 9	4.44	1.13	4.44	4.53
		C= 7	5.00	0.00	4.50	5.07
	1980	P= 9	4.44	0.73	4.39	4.53
		C= 9	4.78	0.44	4.41	4.84
	1981	P= 9	4.00	1.41	4.29	4.28
		C= 9	4.78	0.44	4.31	5.06
School Attendance	1979	P=10	0.95	0.04	0.93	0.95
		C= 8	0.95	0.03	0.93	0.96
	1980	P= 9	0.95	0.04	0.94	0.96
		C= 7	0.93	0.07	0.94	0.93
	1981	P=10	0.95	0.05	0.95	0.95
		C= 8	0.95	0.05	0.95	0.96
PIPS	1978	P=10	3.40	2.32	3.50	3.43
		C= 6	3.33	2.07	3.64	3.12
	1979	P=10	4.90	1.66	4.00	5.02
		C= 8	4.50	1.07	4.32	4.30
	1980	P= 9	5.89	1.05	4.68	5.89
		C= 9	4.11	1.05	4.71	3.91
	1981	P=10	5.50	1.43	5.14	5.62
		C= 9	4.89	1.54	5.21	4.87
POCL 2: Sociability	1978	P=10	14.80	2.94	13.45	14.56
		C= 6	14.33	5.65	13.90	13.69
	1979	P= 9	16.11	4.70	13.77	16.84
		C= 8	13.50	5.15	14.37	13.63
	1980	P= 8	16.00	3.46	13.67	16.47
		C= 9	15.00	3.43	14.51	14.89
	1981	P=10	14.30	4.42	13.36	14.57
		C= 9	14.89	4.68	14.12	14.55
CRS 1: Independence	1978	P=10	2.90	0.57	3.10	2.96
		C= 6	2.67	0.88	3.20	2.68
	1979	P=10	3.40	1.20	3.17	3.54
		C= 8	2.81	0.59	3.22	2.88
	1980	P= 9	2.94	1.21	3.21	3.10
		C= 9	3.22	1.28	3.18	3.37
	1981	P=10	3.55	0.72	3.27	3.54
		C= 9	3.39	0.70	3.27	3.37
CRS 2: Social Adjustment	1978	P=10	3.02	0.38	3.03	3.10
		C= 6	3.06	0.65	3.03	3.17
	1979	P=10	3.15	0.89	3.35	3.14
		C= 8	3.60	0.97	3.40	3.54
	1980	P= 9	3.11	1.00	3.17	3.18
		C= 9	3.13	1.18	3.21	3.17
	1981	P=10	3.58	0.66	3.23	3.67
		C= 9	3.52	0.81	3.27	3.58

Table I-128

Site 6: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=17	13.06	3.82	13.51	11.92
		C= 7	14.57	3.82	12.74	14.90
	1979	P=17	22.12	6.77	21.02	19.52
		C=10	19.00	7.70	17.62	19.52
	1980	P=17	31.59	8.18	27.94	30.10
		C= 9	31.00	9.07	26.73	31.28
	1981	P=16	37.56	7.28	36.78	35.15
		C=10	36.20	10.41	32.75	37.83
PIAT Reading	1978	P=17	18.18	5.33	15.58	17.25
		C= 7	17.00	1.63	14.30	17.40
	1979	P=17	25.06	7.11	24.75	23.25
		C=10	23.70	3.56	22.77	24.59
MAT Reading	1980	P=17	34.29	3.20	32.93	32.65
		C= 8	34.00	4.28	31.40	34.62
	1981	P=17	42.59	11.03	37.67	38.64
		C=10	40.70	11.00	32.85	42.09
BSM English	1978	P=17	12.77	2.17	13.31	12.18
		C= 7	10.71	3.82	11.59	11.05
	1979	P=17	13.24	2.46	13.87	12.49
		C=10	13.00	2.49	12.46	13.32
	1980	P=17	14.94	1.68	14.68	14.39
		C= 9	14.56	2.24	13.50	14.80
	1981	P=17	15.24	2.31	15.58	14.70
		C=10	14.40	3.34	13.89	14.73
Verbal Fluency	1978	P=17	18.47	6.15	15.91	17.80
		C= 7	16.57	9.00	13.06	17.23
	1979	P=17	23.00	7.82	17.76	22.16
		C=10	18.10	5.93	17.18	18.33
Verbal Memory 1	1978	P=17	20.82	4.77	18.44	21.28
		C= 7	18.71	2.87	17.32	19.94
Verbal Memory 2	1978	P=17	7.24	2.19	5.62	6.83
		C= 7	5.00	3.21	4.92	5.29
Draw-a-Child	1978	P=17	7.88	1.41	8.10	7.60
		C= 7	7.86	1.86	7.48	8.22
POCL 1: Task Orientation	1978	P=16	35.88	4.29	36.40	35.68
		C= 6	34.50	6.16	35.12	36.17
	1979	P=17	43.24	10.08	41.72	41.40
		C=10	43.30	12.64	38.77	45.48
	1980	P=17	46.77	7.98	39.14	46.68
		C= 8	40.38	9.72	38.65	42.02
	1981	P=17	31.18	3.36	40.09	29.72
		C=10	35.50	7.76	37.27	36.74
CI Scale 2: Interest in Reading	1979	P=17	3.49	1.20	3.40	3.24
		C=10	3.40	1.22	3.02	3.56
	1980	P=17	3.53	0.87	3.42	3.37
		C= 8	3.33	1.08	3.25	3.44
	1981	P=17	3.24	0.87	3.44	2.99
		C=10	3.60	0.97	3.15	3.63
CRS 3: Learning Orientation	1979	P=17	3.73	0.81	3.09	3.64
		C= 8	3.90	0.86	3.00	4.07
	1980	P=17	3.67	0.88	3.28	3.55
		C= 9	3.37	0.84	3.18	3.41
CRS 3 (cont.)	1981	P=17	3.40	0.76	3.48	3.16
		C=10	3.71	0.86	3.19	3.80
CI Scale 1: Attitude toward School	1979	P=17	2.35	0.80	2.19	2.40
		C=10	2.69	0.73	2.26	2.65
	1980	P=17	2.25	0.70	2.20	2.27
		C= 8	2.08	0.53	2.24	2.04
	1981	P=17	2.18	0.39	2.01	2.24
		C=10	2.01	0.37	2.16	1.98
PI: Attitude toward School	1979	P=17	4.76	0.75	4.36	4.80
		C=10	4.60	0.97	4.51	4.59
	1980	P=15	4.67	0.62	4.41	4.68
		C= 7	4.43	0.79	4.50	4.47
	1981	P=16	4.69	0.70	4.51	4.63
		C= 7	5.00	---	4.51	5.04
School Attendance	1979	P=17	0.97	0.03	0.95	0.97
		C= 9	0.94	0.07	0.93	0.94
	1980	P=16	0.95	0.04	0.96	0.94
		C= 9	0.95	0.03	0.94	0.95
	1981	P=15	0.97	0.02	0.96	0.96
		C=10	0.95	0.04	0.95	0.95
PIPS	1978	P=17	4.82	1.70	4.12	4.53
		C= 7	3.14	2.12	3.41	3.23
	1979	P=17	5.29	1.53	4.10	5.27
		C=10	3.90	1.91	3.94	4.09
	1980	P=17	5.29	1.31	4.89	5.01
		C= 9	5.00	1.80	4.65	5.00
	1981	P=17	6.18	1.24	5.44	5.95
		C=10	6.70	1.70	5.16	6.94
POCL 2: Sociability	1978	P=16	13.44	2.37	13.01	13.47
		C= 6	12.17	1.94	12.95	12.75
	1979	P=17	15.29	3.72	14.57	14.92
		C=10	14.40	4.88	14.19	14.92
	1980	P=17	16.24	3.61	13.30	16.64
		C= 8	12.25	4.43	13.92	12.52
	1981	P=16	12.00	2.88	13.38	12.16
		C=10	11.70	3.09	12.96	12.23
CRS 1: Independence	1978	P=17	3.59	1.16	3.16	3.45
		C= 8	3.69	1.44	3.13	3.81
	1979	P=17	3.44	0.70	3.40	3.33
		C= 8	3.56	0.82	3.22	3.71
	1980	P=17	3.79	0.94	3.28	3.80
		C= 9	3.44	0.77	3.26	3.51
	1981	P=17	3.65	0.81	3.42	3.47
		C= 9	3.78	1.12	3.31	3.82
CRS 2: Social Adjustment	1978	P=17	3.35	0.57	3.16	3.19
		C= 8	3.23	1.46	2.96	3.41
	1979	P=17	3.87	0.64	3.57	3.61
		C= 8	3.58	0.97	3.29	3.63
	1980	P=17	3.87	0.82	3.41	3.66
		C= 9	3.28	1.10	3.15	3.29
	1981	P=17	3.54	0.70	3.48	3.35
		C=10	3.45	1.26	3.19	3.57

Table I-129

Site 7: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=11	12.82	3.12	11.57	14.47
		C=15	13.73	2.43	13.42	13.73
	1979	P=11	15.46	4.34	15.21	18.38
		C=14	21.00	7.32	18.98	21.16
	1980	P=10	23.40	6.00	22.77	27.79
		C=15	31.20	7.13	27.94	31.41
	1981	P=11	29.00	7.47	29.01	34.06
		C=14	40.36	7.08	34.30	40.38
PIAT Reading	1978	P=11	13.46	3.50	14.06	14.28
		C=15	17.53	1.06	15.68	17.02
	1979	P=11	18.82	4.71	21.09	21.44
		C=14	26.86	4.79	23.59	27.16
MAT Reading	1980	P=11	26.91	7.69	29.44	29.01
		C=15	34.67	3.04	32.39	34.01
	1981	P=11	25.82	12.63	28.64	31.29
		C=15	42.27	11.16	35.37	41.70
BSM English	1978	P=11	10.27	2.37	10.35	11.12
		C=15	11.87	2.29	11.12	12.26
	1979	P=11	10.09	2.63	11.10	11.03
		C=15	12.20	2.34	12.12	12.41
	1980	P=11	12.00	2.86	11.77	12.95
		C=15	13.33	2.19	13.20	13.41
	1981	P=11	10.64	4.34	12.38	11.63
		C=15	13.33	2.85	13.66	13.44
Verbal Fluency	1978	P=11	14.36	6.33	11.50	17.39
		C=15	16.67	6.28	15.41	15.79
	1979	P=11	17.82	6.88	15.07	19.38
		C=15	19.33	7.29	18.15	18.52
Verbal Memory 1	1978	P=11	16.00	5.85	16.25	18.18
		C=15	17.47	5.64	18.38	17.52
Verbal Memory 2	1978	P=11	4.27	3.88	4.49	4.99
		C=15	6.20	2.27	5.85	5.86
Draw-a-Child	1978	P=11	6.55	1.75	6.92	7.36
		C=15	7.73	1.28	7.84	7.80
POCL 1: Task Orientation	1978	P=11	33.18	8.29	36.07	35.41
		C=13	41.39	10.19	37.61	40.94
	1979	P=11	40.73	10.16	36.95	46.12
		C=15	43.60	9.02	41.67	43.04
	1980	P=11	29.64	7.10	37.15	33.75
		C=14	41.36	9.56	41.06	41.69
	1981	P=11	34.91	7.92	35.59	36.57
		C=15	40.27	6.46	39.45	38.88
CI Scale 2: Interest in Reading	1979	P=11	3.21	0.95	2.76	3.67
		C=15	3.60	0.88	3.25	3.58
	1980	P=11	3.52	0.91	2.91	3.81
		C=15	3.93	0.86	3.44	3.95
	1981	P=11	3.21	0.92	2.83	3.31
		C=15	3.53	1.05	3.33	3.34
CRS 3: Learning Orientation	1979	P=11	3.29	0.83	2.84	3.64
		C=15	3.38	1.02	3.06	3.40
	1980	P=11	2.82	0.80	2.88	3.14
		C=15	3.33	0.91	3.12	3.43
CRS 3 (cont.)	1981	P=11	2.79	0.74	2.98	3.06
		C=15	3.44	0.98	3.34	3.39
CI Scale 1: Attitude toward School	1979	P=11	2.53	0.89	2.40	2.55
		C=15	2.14	0.63	2.39	2.01
	1980	P=11	2.56	0.75	2.25	2.57
		C=15	2.07	0.68	2.21	2.08
	1981	P=11	2.47	0.41	2.14	2.45
		C=15	2.22	0.69	2.15	2.21
PI: Attitude toward School	1979	P=11	4.27	1.19	4.42	4.47
		C=14	4.43	1.28	4.53	4.39
	1980	P=11	4.09	1.38	4.34	4.11
		C=13	4.85	0.55	4.55	4.82
	1981	P=11	4.36	1.29	4.18	4.49
		C=15	4.40	0.74	4.41	4.39
School Attendance	1979	P= 9	0.94	0.03	0.93	0.95
		C=12	0.94	0.06	0.93	0.94
	1980	P= 8	0.94	0.04	0.94	0.94
		C=13	0.95	0.06	0.95	0.95
	1981	P= 9	0.95	0.03	0.95	0.95
		C=14	0.97	0.03	0.95	0.97
PIPS	1978	P=11	3.55	1.97	3.09	4.18
		C=15	4.20	1.52	3.70	4.19
	1979	P=11	3.36	1.69	3.73	3.77
		C=15	4.20	1.08	4.35	3.93
	1980	P=11	4.27	1.27	4.28	4.53
		C=15	4.73	1.16	4.68	4.56
	1981	P=11	4.73	1.62	4.87	4.99
		C=15	4.93	1.44	5.27	4.90
POCL 2: Sociability	1978	P=11	11.82	5.00	13.06	12.47
		C=13	14.00	4.18	13.75	13.67
	1979	P=11	14.27	6.25	14.76	14.55
		C=15	17.13	4.52	16.08	16.10
	1980	P=11	11.27	5.08	14.30	11.32
		C=14	15.14	5.05	15.53	14.42
	1981	P=11	10.82	4.21	12.70	10.72
		C=14	13.93	3.52	14.40	12.89
CRS 1: Independence	1978	P=11	3.18	0.72	3.04	3.51
		C=15	3.63	0.85	3.36	3.57
	1979	P=11	3.32	1.03	3.33	3.53
		C=15	3.83	0.84	3.42	3.88
	1980	P=11	3.32	1.01	2.97	3.49
		C=15	3.27	1.19	3.10	3.35
	1981	P=11	3.36	0.78	3.19	3.51
		C=15	3.47	0.85	3.46	3.40
CRS 2: Social Adjustment	1978	P=11	3.47	0.67	2.88	3.83
		C=15	3.52	1.05	3.08	3.68
	1979	P=11	3.30	0.49	3.31	3.45
		C=15	3.53	0.68	3.30	3.56
	1980	P=11	3.29	0.79	3.04	3.51
		C=15	3.44	0.89	3.17	3.57
	1981	P=11	3.12	0.61	3.01	3.37
		C=15	3.06	0.90	3.20	3.17

Table I-130

Site 8: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score Mean	Observed Score Standard Deviation	Design 1 Predicted Mean	ANCOVA Adjusted Mean
PIAT Math	1978	P=19	17.05	5.58	15.15	15.27
		C=23	13.39	3.68	13.68	13.37
	1979	P=30	20.60	6.76	20.78	19.77
		C=28	17.89	4.43	18.53	19.04
	1980	P=27	25.52	8.86	29.05	22.03
		C=24	23.63	5.51	25.07	23.02
	1981	P=29	35.83	9.12	36.11	33.61
		C=28	32.89	9.41	33.04	33.29
PIAT Reading	1978	P=19	19.16	4.57	15.37	19.36
		C=22	14.14	3.80	13.92	15.61
	1979	P=29	23.52	5.69	26.09	21.88
		C=26	24.39	4.05	24.93	23.80
MAT Reading	1980	P=30	31.80	5.49	31.89	31.51
		C=28	30.57	6.32	30.54	31.57
	1981	P=31	35.03	11.79	34.54	31.80
		C=30	30.50	12.34	31.84	29.80
BSM English	1978	P=18	13.83	2.07	13.28	12.51
		C=14	12.00	3.09	11.97	11.42
	1979	P=30	13.70	2.22	14.30	13.07
		C=30	13.70	2.04	13.55	13.54
	1980	P=30	14.27	1.60	14.95	12.90
		C=28	13.82	1.68	13.87	13.07
	1981	P=31	15.87	2.42	15.99	15.23
		C=30	15.33	2.75	15.21	15.22
Verbal Fluency	1978	P=18	15.44	5.84	16.77	12.92
		C=14	13.71	5.92	14.33	12.92
	1979	P=30	14.93	5.16	15.96	14.94
		C=30	14.10	3.71	14.65	15.08
Verbal Memory 1	1978	P=18	18.33	5.08	20.43	14.69
		C=14	18.07	3.69	19.43	15.37
Verbal Memory 2	1978	P=18	6.56	2.33	7.00	5.89
		C=14	6.64	1.55	6.25	6.66
Draw-a-Child	1978	P=18	8.83	0.79	8.99	7.67
		C=14	8.36	1.34	8.39	7.78
POCL 1: Task Orientation	1978	P=18	36.00	5.22	38.72	32.94
		C=11	38.55	6.35	38.46	36.90
	1979	P=27	42.52	12.07	42.97	38.24
		C=30	41.20	11.08	41.56	38.84
	1980	P=28	37.96	9.62	39.10	32.84
		C=26	34.96	12.17	36.92	31.46
	1981	P=31	34.00	10.81	37.81	35.10
		C=30	34.03	8.39	35.10	36.62
CI Scale 2: Interest in Reading	1979	P=30	2.60	1.21	3.01	2.22
		C=30	2.48	1.22	2.73	2.34
	1980	P=30	3.38	1.19	3.48	2.97
		C=28	3.07	1.36	3.23	2.80
	1981	P=31	3.23	1.12	3.08	3.53
		C=30	2. 6	0.94	2.81	3.29
CRS 3: Learning Orientation	1979	P=30	3.58	0.72	3.26	3.35
		C=30	3.20	0.68	3.21	3.02
	1980	P=30	3.30	0.53	3.25	3.05
		C=28	3.10	0.75	3.16	2.92
CRS 3 (cont.)	1981	P=31	3.31	0.87	3.23	3.28
		C=24	3.09	0.94	3.16	3.12
CI Scale 1: Attitude toward School	1979	P=30	2.31	0.50	2.17	2.34
		C=30	2.05	0.66	2.15	2.14
	1980	P=30	2.19	0.51	2.44	2.16
		C=28	2.40	0.62	2.41	2.39
	1981	P=31	2.47	0.61	2.30	2.47
		C=30	2.27	0.67	2.28	2.29
PI: Attitude toward School	1979	P=30	4.80	0.61	4.89	4.69
		C=29	5.00	0.00	4.92	4.90
	1980	P=30	4.93	0.25	4.83	4.88
		C=26	4.96	0.20	4.87	4.90
	1981	P=31	4.55	1.06	4.83	4.46
		C=26	4.96	0.20	4.88	4.79
School Attendance	1979	P=29	0.95	0.04	0.94	0.94
		C=30	0.94	0.06	0.94	0.93
	1980	P=27	0.96	0.04	0.94	0.96
		C=21	0.94	0.06	0.94	0.95
	1981	P=27	0.95	0.05	0.96	0.95
		C=22	0.96	0.04	0.96	0.96
PIPS	1978	P=18	3.56	1.15	3.82	3.07
		C=14	3.29	1.77	3.45	3.10
	1979	P=30	3.83	1.64	4.30	3.50
		C=30	4.07	1.74	4.04	4.04
	1980	P=30	5.00	1.76	4.90	4.81
		C=28	4.79	1.85	4.64	4.91
	1981	P=31	5.61	1.82	5.41	5.33
		C=30	5.03	1.67	5.21	4.92
POCL 2: Sociability	1978	P=18	13.22	2.10	13.88	12.15
		C=11	13.00	3.63	13.45	12.78
	1979	P=27	15.04	5.54	14.94	15.04
		C=30	14.67	5.01	14.33	15.27
	1980	P=28	13.68	4.30	13.92	13.42
		C=26	12.85	4.28	13.20	12.92
	1981	P=29	12.28	4.00	13.49	12.74
		C=30	12.50	3.24	12.69	13.47
CRS 1: Independence	1978	P=27	3.17	0.77	3.22	2.81
		C=27	3.15	0.84	3.13	2.95
	1979	P=30	3.22	0.67	3.38	3.11
		C=30	3.50	0.63	3.43	3.38
	1980	P=30	3.38	0.75	3.19	3.18
		C=28	2.95	0.52	3.16	2.71
	1981	P=31	3.34	0.89	3.15	3.32
		C=24	3.06	1.04	3.11	3.13
CRS 2: Social Adjustment	1978	P=27	3.52	0.55	3.54	3.07
		C=27	3.45	0.66	3.52	3.06
	1979	P=30	3.50	0.48	3.39	3.50
		C=30	3.44	0.59	[illegible]	3.52
	1980	P=30	3.27	0.36	[illegible]	3.02
		C=28	3.36	0.65	3.34	3.18
	1981	P=31	3.67	0.52	3.38	3.44
		C=24	3.30	0.80	3.34	3.08

Table I-131

Site 9: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=12	16.83	4.20	14.79	14.81
		C=21	12.38	3.07	13.40	11.54
	1979	P=12	24.67	6.13	23.23	20.41
		C=16	18.94	6.67	19.68	17.34
	1980	P=13	32.54	4.98	31.63	28.30
		C=18	25.22	4.76	28.71	23.43
	1981	P=13	40.85	5.18	39.69	36.25
		C=20	34.50	9.61	35.18	33.94
PIAT Reading	1978	P=12	18.50	1.68	16.55	17.39
		C=21	16.71	2.90	15.22	16.37
	1979	P=12	25.63	5.20	25.89	23.21
		C=16	22.13	2.83	23.50	21.49
MAT Reading	1980	P=13	33.31	3.33	33.63	31.08
		C=18	30.33	4.70	32.18	29.40
	1981	P=13	41.62	9.57	39.19	36.23
		C=21	30.95	9.62	35.02	29.40
BSM English	1978	P=13	14.62	1.66	13.59	13.57
		C=21	14.19	1.60	12.85	13.76
	1979	P=13	14.62	1.94	14.38	13.41
		C=16	14.19	1.91	13.91	13.44
	1980	P=13	14.15	1.41	15.08	13.12
		C=18	14.72	1.36	14.43	14.21
	1981	P=13	16.62	1.76	15.86	15.55
		C=21	15.43	2.56	14.87	15.13
Verbal Fluency	1978	P=13	18.00	4.06	17.66	15.48
		C=21	14.76	5.96	15.01	14.36
	1979	P=13	18.62	6.25	18.35	17.03
		C=16	15.75	3.61	17.35	15.48
Verbal Memory 1	1978	P=13	21.15	5.11	18.97	20.34
		C=21	17.48	4.57	17.92	17.96
Verbal Memory 2	1978	P=13	6.46	3.62	6.34	5.37
		C=21	4.71	2.72	5.45	4.33
Draw-a-Child	1978	P=13	8.38	1.56	8.46	7.69
		C=21	7.52	1.44	7.88	7.37
POCL 1: Task Orientation	1978	P=13	40.23	5.31	38.67	37.88
		C=21	37.00	7.52	36.53	36.55
	1979	P=13	43.39	8.89	42.84	40.07
		C=16	39.19	9.83	39.39	39.42
	1980	P=13	46.00	9.11	42.07	43.76
		C=18	44.50	9.07	40.63	43.87
	1981	P=13	46.00	11.08	43.06	42.60
		C=21	44.48	8.90	40.42	43.42
CI Scale 2: Interest in Reading	1979	P=13	3.26	0.93	3.62	2.81
		C=16	3.25	1.29	3.36	3.05
	1980	P=13	3.85	0.94	3.56	3.59
		C=18	3.02	1.23	3.29	2.97
	1981	P=13	3.92	1.19	3.55	3.63
		C=21	3.38	0.97	3.29	3.29
CRS 3: Learning Orientation	1979	P=13	3.14	0.95	3.12	3.00
		C=16	3.10	1.06	3.07	3.08
	1980	P=13	3.43	0.96	3.30	3.32
		C=18	3.15	0.80	3.21	3.15
CRS 3 (cont.)	1981	P=13	2.83	0.76	3.40	2.66
		C=21	2.90	0.77	3.21	2.90
CI Scale 1: Attitude toward School	1979	P=13	2.20	0.34	2.28	2.20
		C=16	2.43	0.53	2.24	2.46
	1980	P=13	2.18	0.43	2.28	2.19
		C=18	2.21	0.53	2.28	2.21
	1981	P=13	2.15	0.42	2.15	2.15
		C=21	2.14	0.43	2.18	2.12
PI: Attitude toward School	1979	P=13	4.31	0.95	4.40	4.39
		C=16	4.19	0.98	4.39	4.30
	1980	P=13	3.38	1.33	4.38	3.42
		C=17	3.59	1.50	4.31	3.62
	1981	P=13	3.62	1.33	4.33	3.77
		C=21	3.95	1.12	4.31	4.18
School Attendance	1979	P=12	0.93	0.05	0.94	0.93
		C=16	0.96	0.02	0.94	0.97
	1980	P=12	0.94	0.04	0.96	0.93
		C=18	0.96	0.04	0.95	0.96
	1981	P=12	0.93	0.04	0.96	0.92
		C=19	0.96	0.04	0.96	0.96
PIPS	1978	P=13	3.85	1.28	4.30	3.27
		C=21	4.00	1.84	3.87	3.82
	1979	P=13	4.38	1.80	4.51	3.95
		C=16	4.31	1.89	4.34	4.22
	1980	P=13	5.69	1.25	4.93	5.20
		C=18	4.50	1.89	4.91	4.24
	1981	P=13	5.23	1.48	5.50	4.80
		C=21	4.81	1.60	5.30	4.66
POCL 2: Sociability	1978	P=13	14.23	3.90	14.43	13.06
		C=21	14.05	3.93	14.02	13.34
	1979	P=13	15.77	4.15	15.53	14.82
		C=16	14.31	4.99	14.73	14.19
	1980	P=13	14.31	5.31	14.67	13.87
		C=18	15.72	4.74	14.51	15.42
	1981	P=13	13.85	7.02	14.50	12.97
		C=21	14.38	4.76	13.74	14.04
CRS 1: Independence	1978	P=13	2.81	0.69	3.24	2.64
		C=16	2.72	0.55	3.12	2.70
	1979	P=13	3.00	0.71	3.36	2.92
		C=16	2.81	0.75	3.19	2.87
	1980	P=13	3.04	0.88	3.22	3.12
		C=18	2.89	0.88	3.15	3.07
	1981	P=13	3.04	0.43	3.36	2.86
		C=21	3.14	0.78	3.28	3.07
CRS 2: Social Adjustment	1978	P=13	3.32	0.47	3.17	3.22
		C=16	2.99	0.75	3.09	2.98
	1979	P=13	3.56	0.65	3.50	3.32
		C=16	3.49	0.62	3.47	3.28
	1980	P=13	3.51	0.63	3.29	3.38
		C=18	3.15	0.71	3.27	3.08
	1981	P=13	3.46	0.63	3.41	3.34
		C=21	3.19	0.64	3.31	3.15

Table I-132

Site 10: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978-1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P= 7	12.43	3.10	12.53	12.31
		C=16	13.69	3.59	13.56	12.55
	1979	P=10	17.50	5.34	17.39	17.97
		C=14	21.79	7.71	20.53	19.54
	1980	P=10	26.10	7.11	26.37	26.16
		C=12	28.00	10.08	27.13	27.15
	1981	P=10	33.20	7.42	34.74	32.40
		C=15	35.53	9.30	37.59	32.21
PIAT Reading	1978	P= 7	15.57	1.99	14.11	15.49
		C=16	15.63	3.67	15.54	14.80
	1979	P=10	23.20	5.57	22.81	23.58
		C=14	23.00	6.32	24.45	21.32
MAT Reading	1980	P=10	30.90	5.02	32.08	30.71
		C=14	30.29	4.89	32.89	28.69
	1981	P= 0	---	---	---	---
		C=17	31.00	13.78	37.44	---
BSM English	1978	P= 8	11.88	1.13	12.04	11.67
		C=17	12.47	2.48	13.05	11.88
	1979	P=10	13.60	2.22	13.06	13.42
		C=14	14.21	1.76	14.15	13.19
	1980	P=10	14.50	2.01	13.44	14.79
		C=14	14.29	1.73	14.39	13.90
	1981	P=10	13.80	3.08	14.10	13.89
		C=17	15.24	2.02	15.32	14.75
Verbal Fluency	1978	P= 8	14.50	5.73	13.04	14.51
		C=17	16.82	7.76	15.07	16.28
	1979	P=10	15.10	4.07	17.44	15.33
		C=14	20.79	7.62	17.90	20.03
Verbal Memory 1	1978	P= 8	18.25	6.73	18.52	18.14
		C=17	19.94	5.79	18.63	20.12
Verbal Memory 2	1978	P= 8	4.38	1.69	5.27	4.73
		C=17	5.24	3.58	5.59	5.00
Draw-a-Child	1978	P= 8	7.50	1.69	7.98	7.39
		C=17	7.94	2.05	8.09	7.64
POCL 1: Task Orientation	1978	P= 8	35.63	6.74	34.67	35.40
		C=16	36.00	9.58	36.60	35.11
	1979	P= 9	47.33	4.69	37.18	50.09
		C=14	39.29	10.04	40.73	37.86
	1980	P=10	41.20	10.20	38.55	42.89
		C=12	35.25	7.61	39.61	35.09
	1981	P=10	41.50	6.22	38.74	41.52
		C=17	39.53	8.06	40.62	37.78
CI Scale 2: Interest in Reading	1979	P=10	3.27	0.84	3.02	3.38
		C=14	3.04	1.25	3.41	2.76
	1980	P= 9	3.89	0.94	3.09	4.11
		C=13	3.08	1.11	3.38	2.96
	1981	P=10	3.50	0.53	3.18	3.53
		C=17	2.98	1.09	3.37	2.81
CRS 3: Learning Orientation	1979	P=10	3.38	0.72	3.16	3.36
		C=14	2.86	0.97	3.18	2.68
	1980	P=10	3.51	1.19	3.27	3.48
		C=14	3.26	0.72	3.31	3.12
CRS 3 (cont.)	1981	P=10	3.78	1.19	3.77	3.68
		C=17	3.60	0.87	3.42	3.38
CI Scale 1: Attitude toward School	1979	P=10	2.63	0.70	2.19	2.57
		C=14	2.28	0.50	2.20	2.28
	1980	P=10	2.36	0.53	2.24	2.32
		C=14	2.30	0.51	2.18	2.33
	1981	P=10	2.24	0.70	2.20	2.23
		C=17	2.09	0.38	2.10	2.11
PI: Attitude toward School	1979	P= 8	4.75	0.46	4.62	4.62
		C= 8	4.00	1.60	4.55	3.88
	1980	P= 8	4.63	0.74	4.58	---
		C= 2	4.50	0.71	4.41	---
	1981	P= 1	3.00	---	---	---
		C= 1	3.00	---	---	---
School Attendance	1979	P= 9	0.95	0.04	0.93	0.96
		C=14	0.94	0.04	0.94	0.94
	1980	P=10	0.92	0.05	0.94	0.93
		C=14	0.96	0.03	0.95	0.95
	1981	P= 0	---	---	---	---
		C= 0	---	---	---	---
PIPS	1978	P= 8	4.00	1.85	3.43	4.10
		C=17	3.59	1.00	3.93	3.44
	1979	P=10	5.10	2.13	4.18	5.17
		C=14	4.36	1.28	4.39	4.16
	1980	P=10	4.50	1.43	4.65	4.59
		C=14	4.93	1.33	4.86	4.74
	1981	P=10	4.50	1.35	5.08	4.75
		C=17	5.12	1.36	5.35	4.94
POCL 2: Sociability	1978	P= 8	12.38	3.70	13.37	11.95
		C=16	13.63	3.30	13.48	13.14
	1979	P= 9	14.56	3.94	13.55	15.49
		C=14	13.64	3.34	14.66	13.27
	1980	P=10	15.30	4.37	13.89	15.55
		C=12	12.58	2.54	13.60	12.77
	1981	P=10	12.70	3.09	13.92	12.71
		C=17	13.71	2.78	13.94	13.42
CRS 1: Independence	1978	P=10	3.50	0.75	3.23	3.48
		C= 7	2.71	0.70	3.16	2.57
	1979	P=10	3.90	1.33	3.24	3.92
		C=14	3.29	1.01	3.34	3.17
	1980	P=10	3.45	1.04	3.30	3.55
		C=14	3.14	0.99	3.30	3.17
	1981	P=10	3.35	1.11	3.47	3.28
		C=17	3.06	0.73	3.45	2.86
CRS 2: Social Adjustment	1978	P=10	3.60	0.36	3.18	3.61
		C= 7	2.79	0.70	3.17	2.63
	1979	P=10	3.62	0.48	3.34	3.63
		C=14	3.04	0.56	3.51	2.80
	1980	P=10	3.48	1.07	3.34	3.55
		C=14	2.95	0.78	3.42	2.79
	1981	P=10	3.55	1.04	3.43	3.49
		C=17	3.28	0.75	3.50	3.09

Table I-133

Child Outcomes
Summary of Effects from Designs 1 and 2
Applied to Aggregate PDC and Comparison Samples

Outcome Variable	Sample Size PDC/COMP	Design 1				Des.2	Sum-mary
		PDC-COMP predicted	PDC-COMP observed	PDC: Obs.-Predict	Probable/possible effects: PDC-COMP	PDC-COMP ANCOVA-adjusted means	Summary effects from Designs 1 & 2
PIAT Math--1978	124/155	0	0	0	0	0	0
PIAT Math--1979	140/162	0	0	0	0	0	0
PIAT Math--1980	136/162	0	0	0	0	0	0
PIAT Math--1981	140/176	0	0	0	0	0	0
PIAT Reading--1978	122/150	0	+	+	+	+	+
PIAT Reading--1979	136/157	0	0	-	0	0	0
MAT Reading--1980	142/169	0	0	0	0	0	0
MAT Reading--1981	134/180	0	0	0	0	0	0
BSM English--1978	126/151	+	+	0	0	0	0
BSM English--1979	143/167	0	0	0	0	0	0
BSM English--1980	142/171	+	+	0	0	0	0
BSM English--1981	144/182	+	0	0	-?	0	-??
Verbal Fluency--1978	126/151	0	0	0	0	0	0
Verbal Fluency--1979	143/167	0	0	0	0	0	0
Verbal Memory 1--1978	126/151	0	0	0	0	0	0
Verbal Memory 2--1978	126/151	0	0	0	0	0	0
Draw-a-Child--1978	126/151	0	0	0	0	0	0
POCL 1: Task Orientation--1978	116/139	0	0	0	0	0	0
POCL 1: Task Orientation--1979	131/160	0	0	0	0	0	0

Table I-133, Continued

Outcome Variable	Sample Size PDC/COMP	Design 1				Des.2	Sum-mary
		PDC-COMP predicted	PDC-COMP observed	PDC: Obs.-Predict	Probable/possible effects: PDC-COMP	PDC-COMP ANCOVA-adjusted means	Summary effects from Designs 1 & 2
POCL 1: Task Orientation--1980	135/153	0	0	+	0	+	+?
POCL 1: Task Orientation--1981	144/181	0	0	–	0	0	0
CI 2: Interest in Reading--1979	141/164	0	0	0	0	0	0
CI 2: Interest in Reading--1980	140/165	0	+	+	+	+	+
CI 2: Interest in Reading--1981	144/182	0	+	+	+	+	+
CRS 3: Learning Orientation--1979	142/162	0	+	+	+	0	+?
CRS 3: Learning Orientation--1980	139/170	0	0	0	0	0	0
CRS 3: Learning Orientation--1981	144/171	0	0	0	0	0	0
CI 1: Attitude toward School--1979	143/165	0	0	0	0	0	0
CI 1: Attitude toward School--1980	142/170	0	0	0	0	0	0
CI 1: Attitude toward School--1981	144/182	0	0	0	0	0	0
PI: Attitude toward School--1979	127/139	0	0	0	0	0	0
PI: Attitude toward School--1980	135/144	0	0	0	0	0	0
PI: Attitude toward School--1981	126/153	0	0	0	0	–	–?
School Attendance--1979	134/158	0	0	+	0	0	0
School Attendance--1980	124/154	0	0	0	0	0	0
School Attendance--1981	119/141	0	0	0	0	0	0
PIPS--1978	126/151	0	0	0	0	0	0
PIPS--1979	143/166	0	0	0	0	0	0

Table I-133, Continued

Outcome Variable	Sample Size PDC/COMP	Design 1				Des.2	Summary
		PDC-COMP predicted	PDC-COMP observed	PDC: Obs.-Predict	Probable/possible effects: PDC-COMP	PDC-COMP ANCOVA-adjusted means	Summary effects from Designs 1 & 2
PIPS--1980	142/171	+	+	0	0	0	0
PIPS--1981	144/182	0	0	0	0	0	0
POCL 2: Sociability--1978	116/139	0	0	0	0	0	0
POCL 2: Sociability--1979	131/160	0	0	0	0	0	0
POCL 2: Sociability--1980	135/153	0	0	+	0	+	+?
POCL 2: Sociability--1981	134/176	0	0	0	0	0	0
CRS 1: Independence--1978	138/145	0	0	0	0	0	0
CRS 1: Independence--1979	142/162	0	0	0	0	0	0
CRS 1: Independence--1980	139/170	0	0	0	0	0	0
CRS 1: Independence--1981	143/170	0	0	0	0	0	0
CRS 2: Social Adjustment--1978	138/145	0	+	+	+	+	+
CRS 2: Social Adjustment--1979	142/162	0	0	0	0	0	0
CRS 2: Social Adjustment--1980	134/170	0	0	0	0	0	0
CRS 2: Social Adjustment--1981	144/171	0	0	+	0	0	0

Table I-134

Aggregate PDC and Comparison Samples: Observed, Predicted, and Adjusted (ANCOVA) Means for All Child Outcomes 1978 - 1981

Outcome Variable	Year	N	Observed Score		Design 1 Predicted Mean	ANCOVA Adjusted Mean
			Mean	Standard Deviation		
PIAT Math	1978	P=124	13.65	4.19	13.21	13.43
		C=155	12.98	3.74	12.98	13.16
	1979	P=140	19.33	6.04	19.02	18.99
		C=162	18.43	5.92	18.43	18.72
	1980	P=136	26.59	7.60	27.03	25.99
		C=162	26.09	8.38	26.09	26.59
	1981	P=140	34.19	8.75	34.58	33.71
		C=176	33.96	9.88	33.96	34.34
PIAT Reading	1978	P=122	15.99	4.33	14.92	15.88
		C=150	14.88	3.86	14.88	14.97
	1979	P=136	22.96	5.63	23.96	26.69
		C=157	23.50	5.86	23.50	23.72
MAT Reading	1980	P=142	31.99	5.50	31.89	31.71
		C=169	31.59	5.29	31.59	31.82
	1981	P=134	34.63	12.35	34.39	33.51
		C=180	33.68	12.25	33.68	34.52
BSM English	1978	P=126	12.17	2.76	12.02	11.89
		C=151	11.34	3.27	11.34	11.57
	1979	P=143	12.85	2.79	12.99	12.65
		C=167	12.56	2.83	12.56	12.73
	1980	P=142	13.80	2.44	13.70	13.52
		C=171	13.09	2.84	13.09	13.33
	1981	P=144	14.39	3.49	14.55	14.13
		C=182	14.04	3.34	14.04	14.24
Verbal Fluency	1978	P=126	15.11	5.53	14.48	15.01
		C=151	13.93	6.17	13.93	14.02
	1979	P=143	17.06	6.40	16.87	16.89
		C=167	16.51	5.76	16.51	16.65
Verbal Memory 1	1978	P=126	18.46	5.61	18.24	18.40
		C=151	18.02	5.10	18.02	18.07
Verbal Memory 2	1978	P=126	5.90	2.69	5.54	5.75
		C=151	5.45	2.60	5.45	5.58
Draw-a-Child	1978	P=126	7.86	1.61	7.91	7.77
		C=151	7.74	1.62	7.74	7.81
POCL 1: Task Orientation	1978	P=116	36.91	7.29	36.53	37.10
		C=139	37.36	9.13	37.36	37.21
	1979	P=131	42.41	10.51	40.61	42.41
		C=160	40.58	10.60	40.58	40.57
	1980	P=135	41.30	9.96	39.00	41.38
		C=153	38.99	10.50	38.99	38.92
	1981	P=144	36.24	9.77	38.23	36.42
		C=181	37.68	8.60	37.68	37.54
CI Scale 2: Interest in Reading	1979	P=141	3.07	1.02	3.12	3.04
		C=164	3.05	1.09	3.05	3.07
	1980	P=140	3.50	1.02	3.27	3.48
		C=165	3.21	1.13	3.21	3.22
	1981	P=144	3.43	0.98	3.18	3.40
		C=182	3.08	1.03	3.08	3.11
CRS 3: Learning Orientation	1979	P=142	3.30	0.92	3.10	3.27
		C=162	3.06	0.97	3.06	3.09
	1980	P=139	3.31	0.89	3.19	3.28
		C=170	3.14	0.90	3.14	3.17
CRS 3 (cont.)	1981	P=144	3.23	0.90	3.27	3.20
		C=171	3.22	0.94	3.22	3.25
CI Scale 1: Attitude toward School	1979	P=143	2.32	0.61	2.25	2.32
		C=165	2.27	0.68	2.27	2.27
	1980	P=142	2.22	0.54	2.28	2.21
		C=170	2.26	0.62	2.26	2.26
	1981	P=144	2.24	0.53	2.16	2.24
		C=182	2.17	0.54	2.17	2.17
PI: Attitude toward School	1979	P=127	4.54	0.90	4.56	4.55
		C=139	4.60	0.89	4.60	4.60
	1980	P=135	4.51	0.93	4.56	4.49
		C=144	4.58	0.85	4.58	4.61
	1981	P=126	4.33	1.12	4.51	4.27
		C=153	4.46	0.91	4.46	4.51
School Attendance	1979	P=134	0.95	0.04	0.94	0.94
		C=158	0.94	0.05	0.94	0.94
	1980	P=124	0.95	0.04	0.95	0.95
		C=154	0.95	0.05	0.95	0.95
	1981	P=119	0.95	0.04	0.96	0.95
		C=141	0.95	0.04	0.95	0.95
PIPS	1978	P=126	3.67	1.67	3.70	3.61
		C=151	3.60	1.71	3.60	3.64
	1979	P=143	4.27	1.68	4.13	4.24
		C=166	4.10	1.58	4.10	4.13
	1980	P=142	4.87	1.60	4.67	4.77
		C=171	4.49	1.76	4.49	4.57
	1981	P=144	5.42	1.52	5.25	5.33
		C=182	5.15	1.62	5.15	5.22
POCL 2: Sociability	1978	P=116	13.16	3.51	13.40	13.06
		C=139	13.48	3.72	13.48	13.55
	1979	P=131	14.70	4.68	14.80	14.70
		C=160	14.90	4.61	14.90	14.90
	1980	P=135	15.10	4.34	14.02	15.20
		C=153	14.13	4.25	14.13	14.04
	1981	P=134	13.00	4.16	13.43	13.05
		C=176	13.36	3.69	13.36	13.33
CRS 1: Independence	1978	P=138	3.29	0.93	3.18	3.27
		C=145	3.19	0.89	3.19	3.20
	1979	P=142	3.24	0.96	3.35	3.25
		C=162	3.39	0.94	3.39	3.37
	1980	P=139	3.26	0.94	3.21	3.23
		C=170	3.20	0.92	3.20	3.22
	1981	P=143	3.31	0.86	3.31	3.28
		C=170	3.30	0.91	3.30	3.33
CRS 2: Social Adjustment	1978	P=138	3.35	0.67	3.17	3.34
		C=145	3.15	0.79	3.15	3.16
	1979	P=142	3.43	0.82	3.39	3.40
		C=162	3.35	0.75	3.35	3.38
	1980	P=139	3.37	0.78	3.27	3.33
		C=170	3.23	0.84	3.23	3.26
	1981	P=144	3.44	0.77	3.31	3.40
		C=171	3.25	0.89	3.25	3.29